

ATHLETIC JOURNAL

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November, 1942



What Is Military Track
C. C. Sportsman, Lieutenant U. S. M. R.

Defense—the Stabilizer
Everett Dean

The South Carolina Physical
Emergency Program
A. P. McLeod

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The ATHLETIC JOURNAL

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What Is Military Track?

By C. C. Sportsman, Lieutenant U.S.N.R.

Head Coach of Military Track
United States Navy Pre-Flight School, Athens, Georgia
Formerly, Track Coach North Texas State College

TRACK at the United States navy pre-flight schools is a medium for preparing our naval aviation cadets, physically and mentally, to defeat our enemies. Thus it is *military track*, with events included which are not standard track and field events.

Military track has a high value to the general physical program because it involves definite criteria of performance, that is, the stop watch and tape measure.

It develops conditioned fighting pilots by emphasizing training in speed, agility, endurance, co-ordination, strength and timing, and provides instruction in skills that have a definite carry-over into military tactics. The entire program aims to make real competitors of the cadets.

Upon entering a pre-flight school, the cadet is assigned to a squadron, one of twelve in the sports program, and competes with this unit during his stay of twelve weeks. Each week the squadron leading in the sports competition has its flag raised at places of honor.

It has been proved that expensive trophies and medals are not essential to stimulate competition. Our young men and boys have an urge to belong to an organization and this acts as a prod to spur them on.

It is our belief that all men enjoy competition. The difference among individuals is due to the fact some have conquered their fear of initial competition. Once met, this fear is lost.

Approximately 80 per cent of the cadets are non-athletes. Consequently, we have

changed our methods of coaching. The cadet is inferior to the average athlete in skill and technique, but superior mentally. The cadet appears to possess better self-control and learns much faster than the average of his age-group.

Some cadets have been behind office or school desks for several years, and are in extremely poor physical condition upon arrival at the pre-flight school. Enlisted men sent to pre-flight training from the fleet have not developed their legs sufficiently, although their arms appear in fair shape.

As the entire training is based upon competition, we strive to give every opportunity to compete. During the instruction periods, cadets compete in learning the form on various events. We teach baton exchange, then hold short relays concentrating on passing. In hurdling, we use short shuttle hurdle relays. In teaching form on the obstacle course, relays are run, one man running two or three obstacles. Here each class is ended with a race, sprint relay or other event that will offer a chance for all to compete.

All cadets have opportunity to satisfy their competitive urge at the end of each day in the sports program when the squadrons go against each other.

Our method of instruction must necessarily be brief and concise. We must teach, in ten minutes, how to clear a hurdle. We eliminate as much description as possible, and by demonstration, attempt to get over the point quickly. The cadets learn by doing.



Getting Out of the Pit.



Hand-Over-Hand Walk.



Rail Dodge.



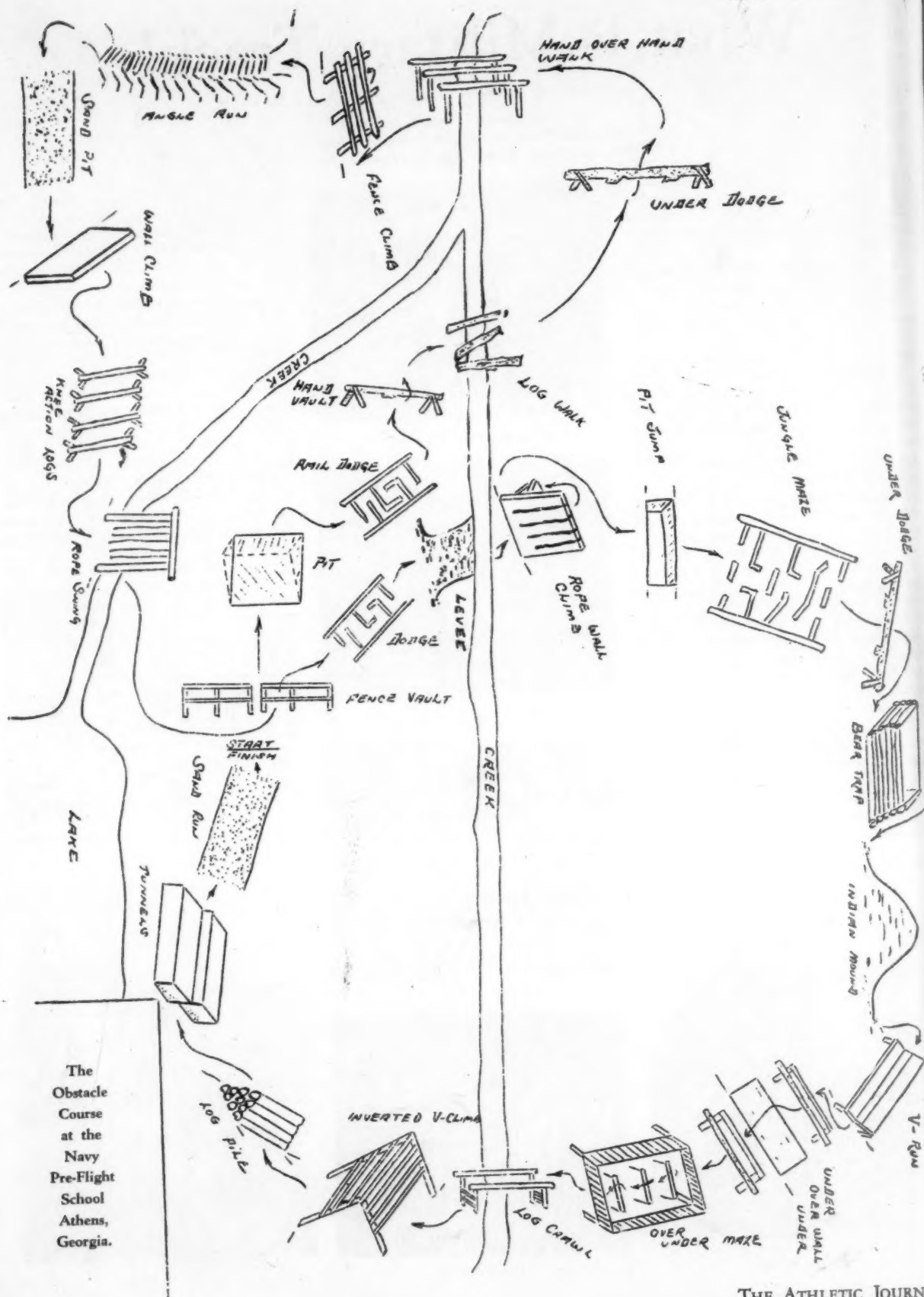
The Tunnels.



Rope Swing.



The V Run.



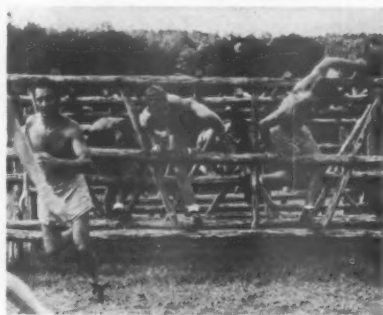
The
Obstacle
Course
at the
Navy
Pre-Flight
School
Athens,
Georgia.



Log Crawl.



Over the Wall and Under.

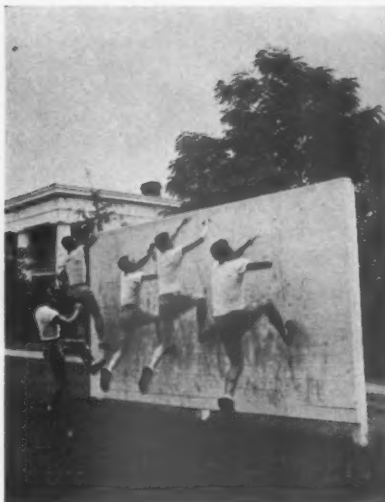


Jungle Maze.

We teach form in the various events as follows:

Semi-Sprint Style: (1) Position of the hands: Hold as if climbing a rope. (2) Arms, bent at elbows and swung freely through from shoulders. (3) Feet—Turn in or straight ahead. The driving power comes from the outside of the foot. (4) Knees—Lift up and drive feet into the ground. (5) Run straight line, lengthens stride and cuts down on lost motion. (6) Body angle, forward lean from hips, body weight carried easier than when erect. (7) Run relaxed, as clinching fists, gritting teeth, losing form cause runner to tie-up.

Hurdling: (1) Have each boy stand in front of a hurdle and thrust leading leg at it, showing him that he must leave ground far enough in front of hurdle to permit his foot to clear top bar of hurdle. If he takes off too close, he high-jumps. (2) Reach for lead toe with opposite hand, palm of hands brushing hips. (3) Dive over hurdle at moment lead leg is



Wall Climb.



Rope Wall Climb.



Fence Climb.



Fence Vault.



Knee Action Logs.



Inverted V Climb.

thrust forward, emphasizing point that head and shoulders be kept forward. (4) Snapping back leg through and on ground as soon as possible. (5) Caution, as lead leg is thrust out in front, to keep knee slightly flexed, so pupil will be able to dive over hurdle.

Starts (Crouch Style): (1) Hands: placed behind starting line, thumbs turned in, fingers extended and together for support, hands straight down directly beneath shoulders. (2) Front foot: one and one-half spans behind starting line. (3) Back foot: placed far enough to rear, that knee is on a line with ball of leading foot. (4) Lean forward to shift weight and raise hips on plane with shoulders. (5) Position of eyes: gaze fixed on ground, six or eight feet in advance of starting line. Do not look too far down track as it will cause neck muscles to tighten. (6) First stride: should be cut slightly. We measure three and one-half foot lengths from back starting hole as the standard point,

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Semi-Sprint

Style:

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(2)

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(3)

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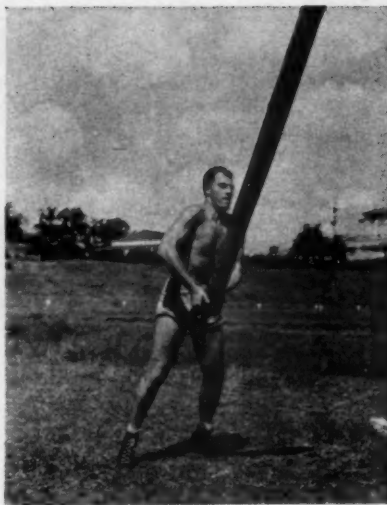
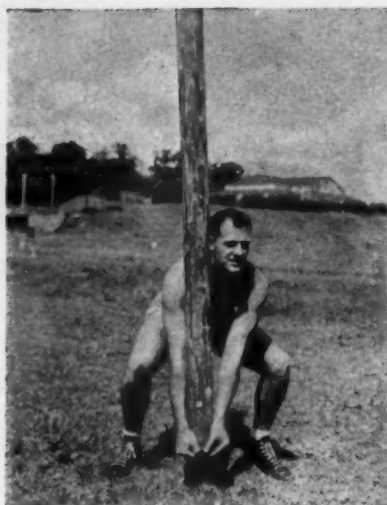
hurdle

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Putting the Shot at the Georgia Pre-Flight School

then check cadet to determine he is not stepping over line.

We also teach combat (prone) and agility (backward lying) starts.

Throughout our instruction and competition periods, we strive to keep an obstacle or hazard before the cadets. We use hurdles, high jump, high broad jump and the obstacle course for this purpose. Cadets are taught to jump off either foot which should have a definite carry-over into military tactics.

The backbone of the military track program probably is the obstacle course. It combines all the activities we teach—running, broad jumping, hurdling, high jumping, climbing, swinging, crawling and swimming.

The main course at the pre-flight school at Athens is six hundred yards in length and includes thirty obstacles. It is built on the side of a rolling hill and near a small lake. Among the more difficult obstacles are: a 16-foot wall climb, 20-foot

log scale, deep sand run, jungle gym, bear trap and the finish which is a 50-yard swim in the lake.

All cadets are timed during a regular race over the course while here. The time each cadet makes is inscribed upon his papers. Naturally, all are anxious to make a good record.

We provide classes of instruction in clearing these obstacles and cadets are in trim to run the course before we permit them to try it. Our cadet average time, at present, is five and one-half minutes, the course record standing at three minutes, forty-one seconds. This course is a challenge to every cadet.

There is no better test of courage, strength, endurance, agility and speed than a good obstacle course. Some college

coaches already have installed them as a training device for football squads, and are pleased with results.

The spirit of these naval aviation cadets is illustrated by the following incident:

During a squadron track meet this fall, Mr. Rodney Kidd, director of the Texas Interscholastic League, was a visitor. He accosted a small cadet and asked:

"How do you like the program?"

"Fine," the cadet answered "Wait just a minute, I've got to high-jump and help my squadron win this meet."

He came back shortly and Mr. Kidd continued, only to have the cadet leave in a few minutes to run in the 100-yard dash.

When the cadet returned the second time, Mr. Kidd asked his weight and found it was 135 pounds.

"A bit small, aren't you?" Mr. Kidd commented.

"Yes, I'm a bit small," the cadet replied, "but I'm big enough to fly any plane Uncle Sam can roll out."

All illustrations in this article bear the credit line "Official Navy Photographs"

Defense—the Stabilizer

By Everett Dean

Director of Basketball, Stanford University

THE technique of guarding is the backbone of good defensive play, regardless of the type of team defense. The success of any defense is first dependent upon individual defensive ability. Defense is a more constant factor than offense, which accounts for the stabilizing influence of good defensive play. It is like good free-throwing for keeping a team in the game when the offense bogs down. A weak defense places a great burden on the offense, hence the importance of a dependable defense.

Mental Defensive Qualifications

The mental requisites for good individual defense play are equally as important as the physical. Without doubt, determination is about fifty per cent of defense. Fine skills and technique in defense are valueless without the mental quality of determination. The determination of a player to out-play his opponent, to shut him out, to be a fine rebounder, to be a great ball "hawk", and to do more than his part toward a good team defense is the thing that brings about his maximum development.

Mental alertness and aggressiveness are the mental factors determining defensive efficiency. Offensive players always have the guards at a disadvantage because they know the next move, while the guards are forced to anticipate the play and to react to it. Most players like to play an aggressive defense which gives them an opportunity to cut loose. Big players like to be aggressive on the defensive boards, while small, fast forwards like to rove and gamble in the front line by playing for interceptions, both of which are plausible defensive attitudes.

Physical Defensive Qualifications

One of the main physical requisites for individual defense is the mastery of a good fundamental defensive position. Illustration 1 shows this position with the weight low and well distributed. The boxer's step is demonstrated, showing the player's readiness to retreat to an even stance for his shuffle steps, if necessary. The knees are bent which help maintain this alert position. The arms are in a position to guard a pass or shot. The arms are to be extended at all times and should be kept moving, since stationary hands, and arms are not the least disconcerting to the opponent. Illustration 1, shows good hand position against the shot. Illustration 2 shows the hand position in attacking the ball. Illustration 3, shows

the arms outstretched to the side in the act of "windmilling" to knock down or discourage passes.

Defensive footwork and balance are so interrelated that they cannot be separated. The proper stance may call for a different spread for each individual. The stance must be comfortable and natural, with the weight balanced and slightly forward on the balls of the feet. The boxer's step with the shuffle is the most commonly used footwork. The shuffle is used well with the wrestler's stance. The best defensive fakes are combined with the boxer's step. This step permits a safe and quick approach to the defensive man.

Much time should be spent on this fundamental defensive position, for it is the first essential in individual defense. Diagram 1 is a mass drill which we use early in the year to develop good defensive form. This drill calls for the squad to follow the leader. Balance, agility and quick reactions are developed. The accompanying list of forty-five defensive

pointers and fundamentals is placed in the hands of the players, when we start defensive work. The most fundamental of those points are drilled on, before the defensive is assembled.

The type of defense to be used will be determined by the following factors: The training of the coach, the kind of material available, the floor conditions in that conference, and the type of offenses to be encountered. There are many styles and variations of defenses, the working principles of which are correct under certain playing conditions. It is the job of the coach to familiarize himself with each principle and to apply it under the right condition. While it is not a common practice to use a variety of defenses or their variations it is very effective, if the players are sufficiently experienced.

There are several broad fundamentals of defensive play that must be coordinated in assembling a team defense.

Balance: In these days of ultra-fast breaking and fancy, effective one-hand shooting, defenses have suffered. Therefore, the balance between offense and defense has widened in favor of the offense. Fundamentalists will continue to advocate that the ratio between the two should run something like 51:49 or 55:45 or 60:40 in favor of the offense. The material factor will govern that ratio. The stronger the defense, the less efficient the offense need be. Any ratio below fifty for offense, however is not good for the game. Sound defense is such a good stabilizing agent that it looks like a wise insurance against bad nights. Defense should be constant as compared to the many variable factors in aggressive play.

Team Play: A talking defense makes team play much easier. Defensive situations arise where suggestions to another in the defense will clear up plays that would otherwise grow into real problems. Pointing is another form of communication with your team mates. Such signals as "Defense, Defense"; "Follow, Follow"; "I have this man", "Shift, Bill", "Scissor, Tom"; "Watch the block, Ed"; "Arms out"; "Cover tight"; "Sag off, Jack"; and others, are helpful to the players if they have practiced and developed the habit of these expressions during daily practice.

Some defenses call for more team play than others, but all defenses to be effective, must be tied together with co-operation and understanding.

Individual Fundamentals: All in all, the team defense should be as strong or as weak as its individuals. To have a good team or organization, it is first necessary to master individual defense. Sometimes

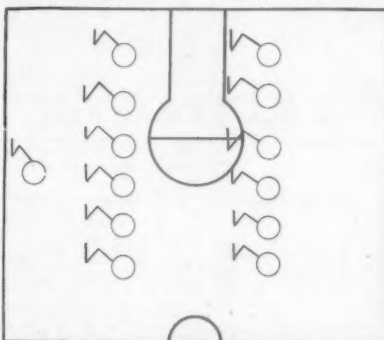


Diagram 1. A drill for the defensive fundamental position.





basketball sins can be covered up in a strong team defense, where a good defensive player might help a poor one. If this defense is spread, it cannot hold up, due to individual weaknesses.

The Break from Offense to Defense: A quick reaction to the loss of the ball and the ability to get back on defense quickly is one of the first fundamentals. This break cannot be as fast as the offensive break because of the starting positions of the men. By stressing this fundamental, however, in practice through team play and talking, it may be developed efficiently.

Formation of Defensive Lines and Positions: The placement of the players in the defense is predetermined in some cases by the requirements of the position. Big men are immediately placed in the back line for rebound duty, while the smaller and faster men are placed in the front line for various reasons. The man sagging off in the front line should be smart, a good ball "hawk", a good rebounder on long rebounds, a good passer, and dribbler. Tall active men are best suited for this position.

The front line defense is placed at varying distances from the center line, according to the ideas of the coach, his material, and the opponents' offense. Some front lines are even with the front line, some three feet in front, others half way, and still others all the way to the center line.

Alternating Defenses

The policy on alternating defenses has great psychological and practical possibilities. Members of the Northern Division of the Pacific Coast Basketball Conference are a progressive group in the use of many defenses. A coach in that conference never knows what kind of defense he will meet in the next game. The Stanford team has used as many as three defenses in one game. In three games at Kansas City last March, we used a zone defense against Rice, a shifting man-to-

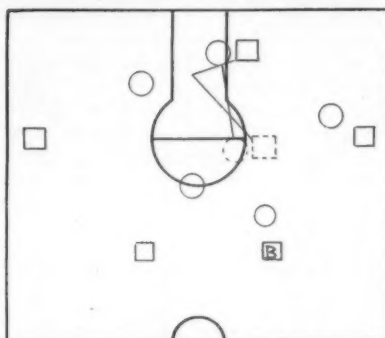


Diagram 2. Showing position of man-to-man defense with the ball at (B).

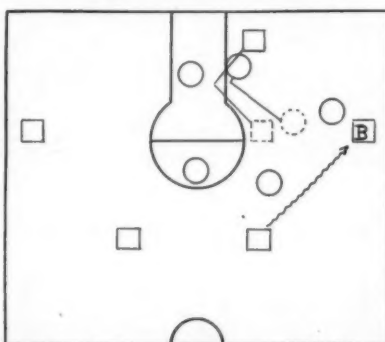


Diagram 3. Showing position of man-to-man defense with ball at (B).

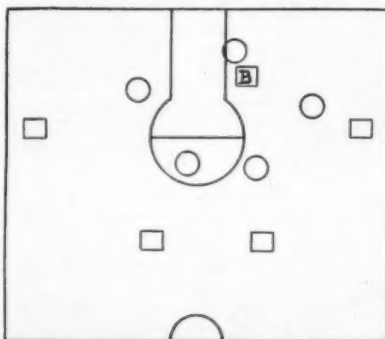


Diagram 4. Showing position of man-to-man defense with ball at (B).

man against Colorado, and an assigned man-to-man with necessary shifting against Dartmouth. We may not have played each defense equally well, but I believe we gained more than we lost by changing our defenses. It is not advisable to follow this policy unless the players are fairly experienced.

The Assigned Man-to-Man Defense

In our discussion of defense, no effort will be made to cover all defenses as one would for a text book. Instead, we will try to cover only those defenses which we have used in recent years. The following is a description in detail of the features of the assigned man-to-man defense. After we have had practice on most of the individual fundamentals, we are then ready to assemble the defense as a team unit.

The type of defense we have used a great deal is the assigned man-to-man defense with zone principle. Experience has proved it a reliable and all-purpose defense.

Execution: Since the players have had considerable practice in 2 versus 2 and 3 versus 3 offensive and defensive practice, it is easier to put together the team defense with its phases of team play. We try to show them these phases by placing a regular defense against a dummy offense. We familiarize the defense with the passing lanes and show how the defense must change position with each pass, in order to close those lanes partially or completely. As the ball moves around the "horn", all players shift and change position with each pass very much as in the zone, hence the zone principle attachment to the name. Diagrams 2, 3 and 4 show various positions of the defense according to the locations of the ball. B indicates the position of the ball. The weak-side guard and forward drop off as much as in a regular zone. The use of hands and arms should be the same. Talking by the back line and, especially, by the center

and weak-side guard is necessary. Much can be done in this early team defensive practice to show the players the effectiveness of over-sagging, of over-playing the passing lanes which will do much to make their opponents shoot over the defense. Shot charts may substantiate the coaching points in this defense.

The type of material will determine the shifting policy of a coach; we have shifted freely one year with this defense and very little the next year. The converging feature of this defense is hard on the pivot player.

Like all man-to-man defenses, the assignments are matched according to the ability of one player to guard another. In making the assignments, the factor of keeping good offensive and defensive balance is very important.

Advantages: 1. More efficient because of equal matchings as to size, speed, and cleverness. 2. Can place responsibility on each player. 3. Possesses strong motivating influences such as pride in good performances; placing one star against another brings out a desire to out-play his rival. 4. Strongest defense against delayed offenses or "stall" game. 5. Easy to teach. 6. Adaptable for two-timing stars. 7. Adaptable to an aggressive pressing defense. 8. Easier to learn strong and weak points of the opponent. 9. Regarded as the best all-purpose defense.

Disadvantages: 1. May commit more fouls—more fouls lose more games. 2. Uses energy in chasing the man. 3. Not as adaptable to the fast break as the zone. 4. Danger of playing the man too much. 5. More susceptible to blocks. 6. Necessitates more shifting. 7. Must be good individual guards.

The Shifting Man-to-Man Defense

This was the main defense used by the Stanford team during the 1942 season. It was more adaptable to our material which averaged six feet, four inches in height. Any team with men of that size should use some defense other than a strict man-to-man. The players were fast enough to play a good fast break which was aided by excellent defensive back-board play and a constant front-line defense.

Execution: This defense was massed in zone fashion as much as possible. It was hard to distinguish this defense and a zone defense, except in cases of diagonal cuts where no shifting was possible. We shifted whenever possible, in order to prevent the large men from chasing the smaller men as in the man-to-man. This defense resembles the old five-man defense with free shifting. Our assignments are more definite than in the five-man defense. In scouting our opponents, we learn their strength and weaknesses and know how much shifting will be necessary. Our assignments for a game are as fol-

lows: Center versus center, guards versus the forwards and the forwards versus the guards. The forwards may change sides or positions according to their opponent's offense. Usually our guards are temporarily matched in this way, the big guard will take the big forward, regardless of which side he came down and the smaller guard the smaller forward. This necessitates the guard being able to play either side of the floor. This type of assignment permits the players to start off with a matched assignment. Many times there is no advantage in this plan because of

frequent shifts, while at other times the play develops in such a way that there is a decided advantage. The guards shift with the forwards on all longitudinal blocks and with the center or other guard on all lateral plays. The defensive forwards shift with each other on all lateral movements, thus maintaining a constant position in the front line which serves as an energy saver and also gives us a fast-break advantage. The sagging-off and converging-to-the-ball feature is equally strong in this defense as it is in the zone. Converging on rebounds is a strong point also.

Advantages: 1. An energy saver. 2. Conducive to strong convergence. 3. Strong fast-break features. 4. Strong against the blocking game. 5. Players like it. 6. Strong against a short-shot game. 7. Keeps defense compact. 8. Will commit fewer fouls than in the man-to-man defense.

Disadvantages: 1. Weak against cut-away plays. 2. Weak against diagonal cuts through defensive forwards. 3. Makes for mismatched conditions on defense. 4. Inefficient shifting leaves men open. 5. Requires more team play than the man-to-man. 6. Harder to coach. 7. Requires players of same height and ability.

The Zone Defense

During the seasons of 1941 and 1942, the Stanford team alternated a zone defense with the man-to-man and shifting man-to-man. This plan was based on the theory that changing the defenses at intervals in a game would be confusing to the opponents and force them to play at a lower rate of efficiency. In most games the results correlated with that statement.

Execution: We used a 2 out of 3 in defense as illustrated in Diagrams 5, 6, and 7. The principle of the defense is simple, yet the defense is ineffective, unless there is high degree of team play. All players must shift in unison on every pass with arms outstretched and they must be alert to play the ball. It is necessary to talk to one another and help team mates on the borders of the zones. The arms should be kept *outstretched* to block passes, and *up* to block shots, in order to get the most out of the rebounders.

In our defense the center is the key man, since he is responsible for the zone in front of the basket and for the end line and corners. That sounds like a big assignment, but there is only one ball and the center goes to that side, in case there is an extra man there. See Diagram 7 for that play situation. When he leaves his position on that play, the weak-side guard sags into the center's zone in front of the basket. The weak-side forward slides back into the edge of the center's zone, taking anyone slipping in from the weak side or cutting into that part of the center zone.

Defensive Fundamentals

1. Shift quickly from offense to defense.
2. Locate the ball without lost time.
3. Be alert for interceptions.
4. Keep between man and goal.
5. Maintain good balance with arms spread.
6. Keep knees bent and weight forward and low.
7. Wave hands to disconcert shooter.
8. Use voice.
9. Yell at shooter if he gets away.
10. Talk to team mates.
11. Play the ball through the man.
12. Never let a good shooter take a deliberate shot.
13. Play ball as it comes off the floor to break up the dribble.
14. Chase the dribbler to sideline or corner.
15. Be alert to shift for blocks.
16. Watch the ball, the man, and blocks.
17. Anticipate plays.
18. Always shift to loose man.
19. Block shooters away from rebound.
20. Recover rebounds.
21. Point to your man.
22. Follow detailed movements of opponent.
23. Don't commit yourself easily.
24. Don't leave feet on fake shots.
25. Make offensive man commit himself.
26. Hurry passes.
27. Crowd offensive man after his dribble.
28. Drop in hole when your man hasn't the ball. Retreat.
29. Don't watch passes too closely.
30. Dominate the opponent.
31. Master defensive fakes.
32. Get rebounds if you have a fifty-fifty chance, otherwise stick to man.
33. Encourage side-line passes. Stop middle passes if possible.
34. Protect position against quick cut by opponent, by dropping off.
35. Determination is half of defense.
36. Good position makes defensive play easier.
37. Don't foul—it loses too many games.
38. Know how to scissor.
39. Know when to shift and when not to.
40. Go with the dribbler and use inside arm to play the ball.
41. Play your man loose in the corners.
42. Sag off plenty on the weak side.
43. A guard should be well versed in offensive tactics.
44. Be an offensive threat—it will worry your man.
45. Take a mental inventory of the abilities of your man.

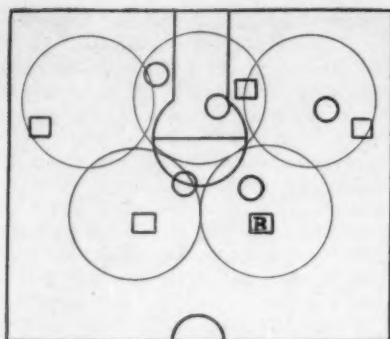


Diagram 5.

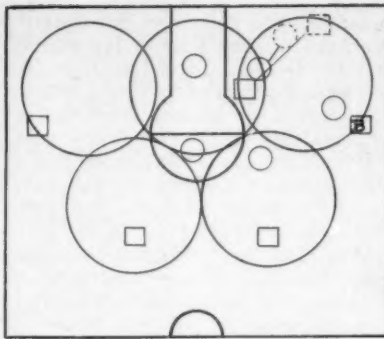


Diagram 6.

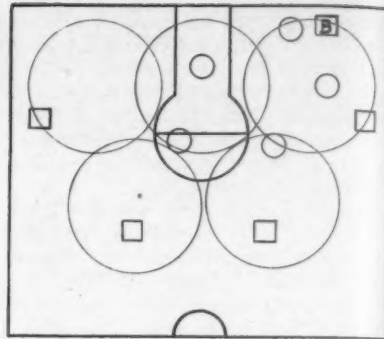


Diagram 7.

Advantages: 1. Stops a blocking game. 2. Saves energy of players. 3. Presents strong rebound positions. 4. Makes for a good fast-break formation. 5. Playing the ball makes for pass interceptions. 6. Especially effective on narrow floors. 7. Especially effective against weak-shooting guards. 8. Easy to coach. 9. Conducive to team play. 10. Big, tall, slow, defensive men can be developed into an effective

zone team, whereas in other defenses they would be less effective. 11. Less fouling means keeping the line-up intact longer, and less free-throws for the opponents. 12. Develops ball "hawks." 13. A strong defense against short shots. 14. A strong defense against a driving team. **Disadvantages:** 1. Weak against a good-shooting team. 2. Weak against good side-shots and long shots. 3. Weak

against two men in one zone. 4. Weak against a delayed offense. 5. Requires more team play than man-to-man defense. 6. Prevents two-timing the opponent's star player. 7. Becomes less effective on larger floors. 8. Clever passing teams find the weak spots. 9. The type of player used in this defense is often very weak in the man-to-man defense.

It Can Be Done, It Is Being Done!

The Objectives of the South Carolina Physical Fitness Program

By John K. Cauthen

Director of Publicity, South Carolina Council for Defense

STARTING from scratch about six months ago, South Carolina has advanced its college and public school physical education program to the extent that it, today, includes seventeen colleges and three hundred and fifty high schools in which compulsory physical training has been inaugurated.

Special instructors, brought up to date at training clinics conducted by the army and navy, are directing the work in all forty-six counties of the state under the general supervision of the state director, A. P. (Dizzy) McLeod, football coach at Furman University, Greenville.

The first state in the union to adopt a compulsory program, South Carolina's efforts are being sponsored by the State Council for Defense and the State Department of Education.

Fifty-five South Carolina instructors, including Director McLeod, attended the recent clinic held by the naval pre-flight school at Athens, Georgia. The pre-flight methods of training have been adopted as official for South Carolina schools and colleges.

Aims and objectives as listed by Di-

rector McLeod follow:

"To give a well-rounded program in physical training and conditioning for all high-school and college boys of the state; to develop in every boy co-ordination, sense of timing and sense of balance so that he will be able to handle himself under the most trying conditions.

"We are resorting to various forms of athletics, such as boxing, track, natural gymnasium tumbling, wrestling, football, basketball, hand-to-hand and military drills, first-aid, calisthenics and other skills.

"Our plans have the full approval of the State Department of Education and of individual school and college heads throughout the state. Public school superintendents and principals readily adopted resolutions endorsing the physical education program, which calls for an hour a day, five days a week."

McLeod said that a special program now is being arranged for girls, which will place emphasis upon nursing, first aid and hygiene in addition to physical training.

"So many girls and women are being called upon in various ways to win the war, that we want our school and college girls in South Carolina prepared for future emergencies," McLeod explained.

The work so far has been largely voluntary on the part of instructors, with the State Council for Defense financing incidentals, but it is planned at the January, 1943, session of the State Legislature to propose special state appropriations, so that the director and his chief assistants may devote their full time to the program.

Enthusiastic support has been given the program by Dr. William P. Jacobs, chairman of the State Council for Defense and president of Presbyterian College, of Clinton.

Dr. Jacobs commended the "excellent progress already made" and paid tribute to "the unselfish work of Dizzy McLeod."

McLeod, who was a football star at Clemson College, has been head football coach at Furman for the past ten years and has been eminently successful. So great has been his personal enthusiasm for the work that he has taken special physical training courses to become better prepared for the vigorous campaign he is conducting throughout the state.

McLeod is among those who believe that the program should include boys and girls of thirteen and fourteen years of age who are still in elementary schools. In this connection he states:

"The younger we start teaching them the right kind of exercise and habits, the better men and women they will make, whether or not they are ever needed in winning the war. I think, as a matter of fact, that the physical training program should be continued as a permanent policy in our schools and colleges.

"We have in this country put much emphasis on 'spectator' sports. I think it is great to have enormous crowds enjoying football, baseball and the other sports as spectators, but at the same time we should encourage participation in actual play by more of our boys and girls. I believe that the program we are now getting under way as a war measure

will carry beyond the war, and I hope that our public officials will start thinking and planning in that direction."

The South Carolina Physical Emergency Program

By A. P. McLeod

State Chairman, Physical Fitness Program of South Carolina Council for Defense

THE South Carolina Physical Emergency Program is today a young and enthusiastic one. This program was started by the State Defense Council. My appointment in May, 1942 as state chairman of physical training was made by Governor R. M. Jefferies at the recommendation of the State Defense Council. From the time of the appointment, visits were made to the various army and navy training centers. Football coaches, coaches of other sports, physical education instructors, privates, army and navy officers, laymen, school and college administrators were interviewed, in order to ascertain the best possible physical training program that could be used in our high schools and colleges to prepare our boys for training in the armed services. After careful investigation we found that the physical program that would serve our purpose in South Carolina best was the one to be found in the Navy pre-flight schools. A fortunate thing, for our South Carolina program, the Navy pre-flight schools were holding a coaching school for all coaches and physical education instructors in the four pre-flight centers from August 2 to August 15.

In order to take advantage of this opportunity, the State Department of Education requested the county superintendent of education of each of the forty-six counties of South Carolina to appoint a county physical training chairman and to send him with his expenses paid, to the Navy coaching school at Athens, Georgia. Forty-four of the counties responded. Some sent two representatives. Eight of the nine men's colleges and one training school participated. The response was most gratifying, in view of the fact that the county representatives contributed their time with no compensation other than actual expenses.

While at Athens we were taught swimming, boxing, hand-to-hand, tumbling, mass athletics, wrestling, military track, drill, hand-grenade throwing, obstacle-course competition, football, agility tests, and, most important of all, we learned first hand what this war was all about and what kind of a fighter we would have to produce to win it. We saw the cadet being trained and saw the results. Every man in our group realized that these men of the Navy had the answer to the training of our boys.

For two weeks we hit the deck at 6:15 in the morning and went through the scheduled program until 10:30 at night with only one hour let-up before the mid-day meal. It was a terrific pace for a thirty-seven year average group of men. Each night with sore feet and aching bodies we thought we could not make the next day, but somehow Bataan came to our minds and the next morning we were ready. Each county and college chairman realized that he could not afford to miss any training that would help better train our boys in South Carolina. On August 14 one hundred and thirty principals and superintendents from over South Carolina came to visit the navy school. They were unanimous in their praise of the navy physical program. At the completion of this two-weeks course, we were awarded a navy certificate by Captain C. E. Smith of the Georgia Navy Pre-Flight School.

South Carolina is a relatively poor state, but rich in the traditions of free speech, patriotism, and all the essential fundamentals of a living democracy. We, in this historic old state, believe in doing deeds for the good of the state and the nation. It was with this manifestation of spirit after our return from Athens, that on August 19, 1942, in a state meeting in Columbia, called by the State Superintendent of Education, a group of three hundred principals and superintendents met to discuss the placing in their curriculum of aviation courses and physical training. At this meeting there was adopted without a dissenting vote, a physical emergency program to be put into the various high schools of this state *five hours per week, one hour per day*. In practically every high school and college this schedule is now being followed.

Principals and superintendents of the state very quickly set aside an hour a day for this program. Some added an hour to the school day; others eliminated the study periods and used them for physical training; others took five minutes here and there, cut ten minutes off recesses, and added fifteen minutes to the school day to get the one hour a day. It was a great example of what could be done, when it had to be done.

All over the state obstacle courses are already built or are being built. Swimming is being taught as a precaution against the first danger every boy has to meet before getting to the battle front. Training in the use of the hands and feet through boxing is most important. As two bayonet instructors told us, "Show us a boy who can box and we'll show you the making of a real bayonet fighter." If you master the left jab and the right upper cut with quick footwork you have eighty per cent of the training it takes to handle a gun with a bayonet. It seems to me that the more we use this sport to train our boys, the better fighters they will be,

and subsequently the better chance they will have to live and come back to their states and homes after the war. You read in the papers every day of hand-to-hand combat. With the draft age being reduced to eighteen years of age we want all of our boys to have instruction in hand-to-hand. Much as we dislike to teach these holds and breaks in high schools and colleges, still we realize that these youngsters are needed in our army. It would be disloyal to them, not to give them any and all instruction to better prepare them to live, and protect themselves.

Forward and backward rolls, relaxed falling, quick falling, crawling, rope climbing, chin-ups, push-ups, hand walks on pipe and small logs, broad and high jumping, quick start from a prone or back position are all important to the training of our boys for this war. How many boys in America know that walking across a log with a flexed knee is the surest method of crossing? The building up of a boy's confidence in the height he can jump may save his life. The same can be said for broad jumping. The ability to get off your feet and close to the ground quickly, in case you are bombed or ambushed by a machine gun, will save lives.

Boys are learning to go over eight and nine-foot walls (there are no foot holds or cleats on the walls). Little fellows in the seventh and eighth grades are going over eight-foot walls like squirrels. Girls are being taught nursing in case there is a bombing or an epidemic in this state. In some schools the girls are drilling and marching with the boys, and they are doing a good job.

Stomach muscles are being hardened for tank work, dive bombing, parachute jumping, and for training a youth to stand up to anything that becomes his duty in the Army and Navy.

The South Carolina defense force, under Adjutant General James C. Dozier, is assisting in all high schools where needed in teaching our boys drill and the manual of arms.

The State Board of Health and State Medical Society are examining all high school students in order to pass on those that are eligible to take the physical training and to work with those youths who need corrective medical attention. These defective youths are referred to their family physicians, and work is being done to correct the defects in the high-school age, prior to the boy reaching draft age.

The county program is under the supervision of the county superintendent of education and the county physical training chairman. In each county the physical training chairman has set up a model program in his local school.

The county superintendent of education asks each school in his county to send the local school physical chairman to several meetings to observe, and go through,

(Continued on page 30)

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JOHN L. GRIFFITH, Editor

Interscholastic Athletics—Let's Keep Them Going

THE following editorial was contributed by Mr. A. E. Stoddard, supervisor of athletics and physical education in the Kalamazoo, Michigan, public schools.

All around us we hear the cry, "Let's do away with varsity or interscholastic athletics in our high schools." Boards of education are saying that they can not help keep the program going. School principals are wondering what should be done and many say, "Let's do away with our athletic program." Some of our largest cities are doing away entirely with interscholastic athletics.

This situation, like all the others, probably swings to and fro, not because the values change, but because the trend seems to set in and we swim with the current.

My plea today is that all principals, superintendents, boards of education, and, particularly, the coaching personnel of the country, get behind our athletic programs and keep them going as long as possible.

It is hard going; we are handicapped by transportation of athletic teams. Equipment is hard to get, and almost every activity connected with our program is more difficult to execute. But because of difficulties, are we going to quit? We don't build the quitting spirit into our athletes. We teach them when the going gets tough, to buckle in. We teach our cross-country runners to say to their feet when they get so tired that they can hardly wiggle, feet, if you are going with me, come on 'cause I'm going. It is a hard spot in our high school athletic program, but let's put our shoulder to the wheel and push.

In the school with which I am connected, the first game of football was played in 1893. We have in our office pictures of track teams, baseball, and basketball teams that go back to the turn of the century. This program has been vital in the lives

of many hundreds of boys who have passed through the doors of this high school. Multiply this by approximately 28,000 secondary schools with a total enrollment of 6,500,000 pupils, and then ask yourself whether or not this program has been worth while.

We had athletics in the horse and buggy days, when we took our teams by train and, in many cases, stayed all night in the city where our game was scheduled. We can still do that.

During an average fall season of football, between 800,000 and 900,000 boys (high school age and younger) play football. Add to this, probably, as many, or more, boys playing basketball, and then add to that number the boys who are out for tennis, golf, swimming, track, cross country, and many other sports, and you have a grand total of, probably, one and one-half or two million young men and boys in our athletic programs during a year's time. Is such a program worth while? Perhaps, it is worth some consideration in the matter of transportation to keep such a program on the alert.

Perhaps it is a program that is worth while to keep going.

Many years ago, somewhere in the South, a young man was killed in a football game. All over the country went up the cry, "Away with football, let's take it out of our program of college, university, and high school activities." For a time it looked as though this would be done. Then the mother of the young man made a plea that football remain in our school programs, saying that there were so many worth-while things about the game of football, that while it took her son, still she would say, "Do not do away with it." If that mother, through her grief, could see these values, ought we not as school people, see these values much more clearly, and say along with this mother, "Let's keep them going."

We ought, as schools and as one phase of activity in our entire national set-up, keep an entire physical education program, which includes athletics, going, and in fact put more emphasis upon it now, than we have in the past. It may be, that for a time, we may have to say that, history, for example, may be taught for four days per week, and that the fifth day of a school week be given over to physical education. By doing this with all the subjects, one hour, at least, per day could be given to physical activities. Right now it is more essential that our boys, and girls as well, be physically strong. Two years from now, most of the boys in our schools will be in the armed service of our country, and the girls will man our shops. We can not afford to do less than have them physically fit and as well trained as it is possible for us to do. The better condition our young men are in, the more of them will return to live in, what we hope will be, a much finer world.

We should, therefore, not only keep our athletic program going, we should arrange our school curriculum so that every boy and every girl would have at least one hour a day in a vigorous physical activity program.

To the best of my knowledge, Germany, Italy,

and Japan have done just this; shall we do less for our boys and girls? From a great many reports, it is clear that our army and navy men recognize the value of athletics in the training of boys in service. In all our training camps, sports rate very high. Why is this true? Because physical fitness is so important—because mental alertness, co-ordination of mind and muscle and morale are so important. The athletic program in our schools contributes to these conditions better than any other activity we carry on. If there ever was a time when we should make an all-out effort to use the elements that produce morale, physical fitness, co-ordination, and mental alertness, that time is right now. Let's not curtail it, let's put more push and emphasis into such a program.

Every effort must be made, and is gladly made, to build our manpower so that it may stand along side of our mechanized equipment and help win this war. Win the war because we believe that all free men, and all men should be free, have the right to stand erect, walk and live as free men ought to live.

If we, as coaches and physical educators, feel that our athletic program is worth while, let's keep it going. Let's not be false to the boys and young men of our country. Shall we not do our part in making our boys the finest in the world, physically fit, courageous, clear thinking? The answer can only be *yes*.

I'm Talking for the High School Students of Detroit

RECENTLY a member of the Detroit Board of Education introduced a motion to the effect that interschool athletics be abandoned in the city schools for the duration. This suggestion resulted in an effort on the part of newspapers, high school students and many others to defeat the motion. When the final vote was taken, the motion was defeated by the narrow margin of one vote.

One of the most telling arguments advanced in favor of retaining interscholastic athletics was put forth in the form of a page advertisement which appeared in the Detroit *Free Press*, October twenty-first. The advertisement which was signed by Walter J. Dossin, President of Dossin's Food Products was so forceful and convincing that we publish it with the permission of Mr. Dossin.

Sure—I'm just a high school kid.

No matter what some of the grown-ups say, we don't think we "know it all."

But we do know some things.

We know there's a war. What's more, we know that before it's over, most of us will be in there fighting. And we know what it takes, in the way of muscle and "guts" to get by in a war like this.

We'll be the last ones to kick about anything that will toughen us up and make us fit when our time comes. But you've got us all confused.

You see, we've heard the British say their victories "were won on the playing fields of Eton."

We've been told that the American idea of athletics

is one reason why the American fighting man is the best in the world.

We're just young enough and simple enough to believe that.

Well, they must believe it in the Army and Navy and Air Corps, too.

If they didn't, why would they have so many service teams playing around the country?

Why would they have famous coaches spending all their time training those teams?

But now they want to take interscholastic sports away from us.

Nobody has spoken for us.

Nobody has asked our opinion.

Don't they know what "varsity" means to a high school boy, whether he's on a team or not?

Don't they know there's something about beating another school that makes boys work harder—try harder—cheer harder?

Setting-up exercises can't take its place.

"Choosing up sides" can't take its place.

Class teams can't take its place.

Any more than war games can take the place of actual combat in the Army.

It takes battle experience to make a veteran out of a rookie.

And it takes inter-school athletics to make men out of boys—at least the kind of men we need in America right now.

Ask the kids that are knocking down Jap planes where they get that old fighting spirit!

A lot of school coaches believe we can have both programs. Physical fitness training for all—and inter-school competition.

Are you sure we can't have both, if everybody tries hard enough?

The coaches won't say so out loud—maybe for good reasons.

But I'll speak out loud, for our school boys and girls of Detroit.

We think those responsible for attempted elimination of interscholastic athletics are making a big mistake.

We say it respectfully—but we mean it.

And we think, on this subject, we do know what we're talking about.

Five Hours a Week for Physical Fitness Programs

HOW to get a full hour period from the day's program for our physical fitness programs has been asked us often. Many physical directors claim that, even when they have been allotted a period a day, the time is so short for actual work that not much can be accomplished. This question is definitely and concisely answered in this issue by A. P. McLeod, chairman of the state physical fitness program in South Carolina. He enumerates many ways in which the extra time has been gained in the days' programs in that state. "It was a great example of what could be done, when it had to be done."

The Psychology of Deception in Football

By C. H. McCloy

State University of Iowa

IN the last two decades deception in football has improved a great deal. With any given quality of material the effectiveness of this deception is based primarily on two things. The first is the ability of the team to act. Good deception implies good acting. It has to be convincing. We all have seen players who, when intrusted with the responsibility of participating in a play involving deception, do their parts so half-heartedly that no one is fooled. We all have, on the other hand, seen players who did the job so well that the opposing team was caught entirely unprepared. Some coaches do better in building up this technique than others. I am wondering whether it might not be wise for the coach who lacks the ability to train his players to act successfully to elicit the co-operation of the dramatics coach for a few days. Deception becomes effective in the second place, if it is based upon a variety of the fundamental psychological principles of deception. Not enough teams use all of the varieties of deception that are available, and most teams over-use two or three such types of deception. All the following ten principles of deception are useful in football.

I

Plain deception—fooling the eye.—The coin trick is an example of this kind of deception. In football, making the ball disappear, as it were, is an application of this principle. This is a method commonly used and it is the principle involved in many spinner plays.

II

Leading to an obvious, easily anticipated conclusion, but ending in an unexpected manner.—The following bit of doggerel illustrates what I mean:

Of all the fish that swim the seas

The strangest is the bass.

He climbs up in the seaweed trees

And slides down on his hands and knees.

In football the plan involved should be of such a nature that the opponents think they know what is coming. By way of illustration, an end runs from a punt formation in which the beginning of the run is delayed. On the third down, a logical place to punt fairly early in the game, everything starts as though it were a punt. The ends break down the field,

but in such a position that they can swerve and take out the halfbacks. The protecting screen of backs performs as usual in a punt but turns prospective kick-blockers inward. The supposed punter juggles the ball a moment until the opposing team is about ready to jump upon him, then pivots and legs it around the end with all the blocking he can get. The guards, particularly, come out and block for him. The play has delayed sufficiently long to make everyone on the opposing team sure that it will be a punt. We have all seen punters pick up a fumbled ball and make long runs. The principle of the unexpected conclusion is the one involved. The statute-of-liberty play falls in this category.

III

Doing something as though it could not be the right thing.—A couple of years ago in a Wisconsin-Iowa game one of the Wisconsin's backs made a fake before the ball was snapped which made it look as though he were too anxious (see principle 5 below). He jumped back into position and, when the ball was snapped, apparently worked half-heartedly into a spin, but looked most convincing. He then stood up straight as though he were completely out of the play. While pivoting, however, he had taken the ball, held it in one hand, and as he turned to face the Iowa line, kept his body between the ball and the Iowa team, holding the ball behind his hips. The Iowa outfit glanced at him, decided that he had just muffed his assignment, and started after a very convincing actor who was driving off a left tackle with all the interference. The man with the ball stood there about three or four seconds, suddenly came to life, and went for a touchdown around the right end. Standing erect with his hand behind him, watching the other players, made him look as though he could not have the ball.

Another illustration of this principle can be drawn from a play in a high school game which I saw a number of years ago. The quarterback was playing up as he does in the T-formation. When the ball was passed, he pivoted and apparently passed the ball to one of the backs who with interference drove off the left tackle. Instead of passing the ball to the back, however, the quarterback placed it on the ground behind the center and the

quarterback himself continued off with the supposed ball-carrier. After a couple of seconds the left guard came out of the line, picked up the ball from the ground and went around the right end for a touchdown. No one in the meantime thought of looking on the ground for the ball. It just could not be there. This kind of "high school stuff" will work well on the best college teams as on the youngsters—they just don't expect it.

IV

Over act.—Run several plays in which a player fakes to receive the ball, runs wide, and overdoes the fake—that is, he overdoes the holding of the ball with both arms, which usually fools nobody. Follow with a play that looks the same, but give the ball to the previous faker, and have him pretend again to over-fake—and keep running bent over, with the ball on the far side of his body.

Another example is to have a decoy pass receiver over-act—but do not pass to him (see principle 8) but to another, or run it. On a later play, have him again over-do the acting—but pass to him.

V

A play in which the principal actor is out of the normal field of vision.—This is an old play in which the right end stays on the side line during a left end run and acts as a sleeper in the next play. Usually the ball is passed to him if the play is unsuccessful. In spite of constant coaching, teams will persist, from time to time, in not looking for the side lines and in not counting the players in the huddle.

VI

A device which spoils the timing.—There are two commonly used variations to this method. The first is illustrated by a play used by Illinois a few years ago to score on Michigan. Just as the team is apparently about ready to snap the ball, a back straightens up and yells "signals." The quarterback straightens up to give them. Just then, when the other team is relaxed, the play goes for a long gain. Another illustration is the delayed kick-off. When the ball is being held, someone yells to the kicker as he starts for the ball and points to his shoe strings. The

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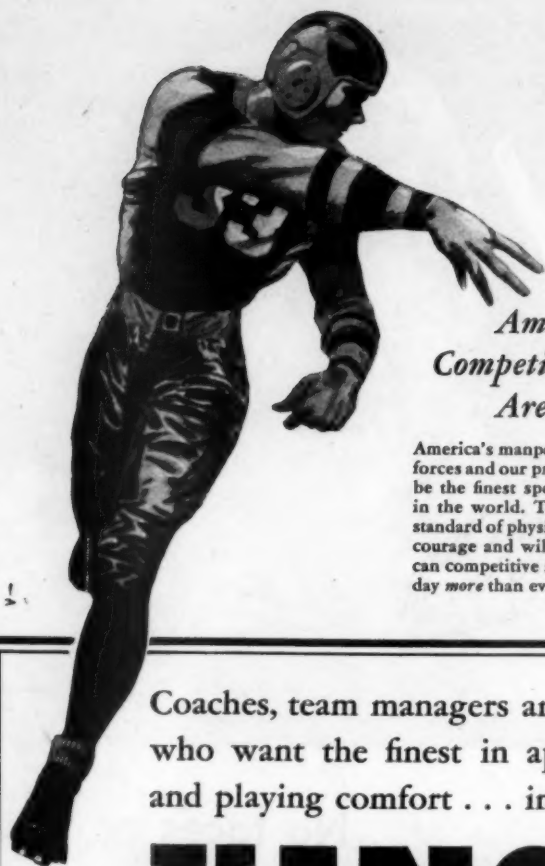
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kicker stops, kneels down, and someone else who has traveled forward but stopped just by the ball, steps up and kicks it diagonally toward the side line. The players on that end go down and recover an on-side kick. Another variation of this principle is to change the method of putting the ball into play. Teams that use a huddle and starting signals may suddenly line up after a down, put the ball in play without a signal, and catch the other team completely disorganized.

VII

Desensitizing the opposition.—This effect is usually accomplished by repeatedly sending out a flanker or by some such device as that. In half a dozen consecutive plays, the same man starts out before the ball is snapped. Frequently on the first two or three times, one finds the opposition completely alert, sending a man all the way out with him. If, as often happens, after several false alarms the man from the opposition moves only part way, on the next play shoot a pass to the flanker. This type of deception can be furthered by sending a play or throwing a pass which would hit the spot left by the man covering the flanker. Even though that play is unsuccessful it tends to encourage the opponent to stay where he is.

VIII

Distracting the opposition.—This method again calls for reasonably good acting. For example, send a potential pass-receiver who looks interested into the flat zone to the left. Throw the pass to the other side to a man who has looked rather uninterested in the beginning and who suddenly dashes out for a spot pass. These last two methods of deception may be combined.

IX

Doing something that looks like a mistake but which turns out to be a movement to deceive the opponents.—For example, a back starts too soon, stops himself after a step, and returns to position. It looks like over-eagerness, and if the play is run off without another signal being called, it looks as though the back tipped the play. The play of course goes in a different direction, though the same man may start in the direction he tipped off in the beginning. A variation of this is for the two halfbacks on the opposite ends of the T-formation to start out as though they were to be flankers, crossing over. They run together behind the quarterback, collide, and fall to the ground. The fullback and the two ends straighten up, and the fullback calls, "signals." Just as the opponents have relaxed, the quar-

(Continued on page 37)



Illustration 1 shows the position of the feet of a tail-back in a semi-crouch position. You will notice that there is a slight spread between the feet. The weight of the body is equally distributed on both feet so the back can drive off of either foot.

Illustration 2 shows the position of the feet of a tail-back in a crouch position with his right hand down and touching the ground. The toe of his right foot is even with the heel of his left foot. He has his weight equally distributed on the balls of both feet. Some coaches prefer the crouch position while others prefer the semi-crouch.

Illustration 3 shows the side view of an offensive fullback in a crouch position. The toe of the right foot is even with the heel of the left foot. His weight is evenly distributed on the balls of both feet so that he can drive off in any direction.

Illustration 4 shows the position of the feet of a fullback driving forward from a crouch position. Notice the drive forward from the ball of the left foot (this is a real strain on a football shoe).

Illustration 5 shows the position of the feet of a wing-back going to his left to receive the ball or fake. He has stepped back slightly and forward with his left foot. Notice the drive off the ball of his right foot.

Illustration 6 shows the position of the feet of a fullback on a spin play. He has stepped forward and turned his body in order to fake the ball to the tail-back. Notice that his feet are practically parallel to the line of scrimmage after he has pivoted.

Illustration 7 shows the position of the feet of the fullback after he has completed the spin. Notice the toe of his left foot is pointing in the direction he is going to carry the ball. He is also driving off of his right foot.

Illustration 8 shows the position of the feet on a cross-over step to a tail-back going to his right. You will notice that he has pivoted on the ball of his right foot; he is driving to his right off the ball of his right foot. Pivots of this kind are always a strain on a shoe.

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(Above) General view of twelve basketball courts at St. Mary's Pre-Flight School.



(Right) Minutes of passing drill pay dividends.

Basketball Wins Its Wings

By Lieutenant Julie Bescos, U.S.N.R.

Director of Basketball, United States Navy Pre-Flight School, St. Mary's College, Calif.

IN THE Navy's broad-scope physical fitness program for future airmen, basketball plays an important part. Besides serving as a general body conditioner, experienced Navy pilots and planners of pre-flight training for cadets believe that the court game develops the precise co-ordination, body-balance, deft touch, and quick perception so vital to the pilot of a fighter plane.

There are many points of difference between basketball as it is presented in the pre-flight school and basketball as it is taught in high school or college. Sports Program Director, Lieutenant Commander Jim Blewett, Lieutenant Everett Case, in charge of basketball instruction, and the rest of us working with the basketball program are confronted by new angles to the familiar coaching headaches. Problem Number One is the constantly changing cadet personnel and the great number of individuals involved. Problem Number Two is the need for personal instruction by cadets, many of whom have never before set foot on a basketball court. Problem Number Three is the necessity for forgetting most of the usual coaching philosophy in order that new war-time sports objectives may be attained.

The central idea is not to develop point-getters and fancy scoring plays. As a matter of fact, such items are almost entirely forgotten in pursuit of the main objective—development of aggressive relaxed players who can think clearly while dribbling at top speed toward a basket, and who, above all, are team players. No set pattern of offense exists, and men are encouraged to use initiative and to work

themselves out of the tight spot as it arises.

Competition between individuals, teams, and squadrons is stressed every step of the way throughout the entire sports program. In the short time available to give each cadet the basketball fundamentals, this competition principle insures concentrated effort and faster results. He is forced to compete against his fellows in every passing, dribbling, pivoting, and lay-in shot drill. His pride and his fear of lagging behind in all-important class standing make him progress much faster than the prospect of a varsity letter ever could.

Once the cadet realizes that the games he plays at the pre-flight school are serious training phases of a major role he is about to play in winning the war, he takes them seriously and he learns as fast as his own capabilities permit. The coach's job then becomes simply the effort to help the cadet overcome his own limitations as nearly as possible.

In order to build tougher stronger men with improved co-ordination of eye, mind, and body, a basketball training program has been worked out which provides the most concentrated benefit in the shortest space of time. Those of us working with it believe that the carefully measured results, achieved thus far, prove that it functions effectively. In response to popular interest in the program, the following outline of procedures employed is incorporated in this article.

It must be clearly understood that basketball, like other pre-flight sports, is divided into three separate and distinct parts: the instructional program, which is concerned only with the two-weeks' instruction in fundamentals given to every cadet, is the one being discussed here; the sports program, which features games between teams in a twenty-four team league made up of cadets who have chosen basketball as the pre-flight sport in which they wish to specialize; and the varsity

activity, in which a squad of outstanding players meets regularly scheduled college varsity teams.

As new men report for the first week of instructional basketball training, they are divided into two squads, the blue and the gold. The two squads provide natural competitive units, and the training problem is simplified through having smaller groups with which to work.

On the first day each man is required to practice right-handed lay-in shots during a five-minute test period, the results of which are carefully recorded. When the test has been completed, Drill 2 is scheduled which consists of passing practice in the three types of pass—the chest, the bounce, and the baseball. Drill 3 has to do with the dribble. The right-hand dribble, the left-hand dribble, dribble with four pivots, changing hands on each, the change-pace dribble, and the dribble relay are all included.

(Continued on page 22)



Lay-in shot—one of the fundamental drills and the usual scoring play of the game.



(Above) Three games of basketball are played simultaneously on adjoining courts at the Georgia Pre-Flight School.

(Left) Cadets in a dribbling drill.

ing Basketball

They Have to Be Tough to Win

By Lieutenant (j.g.) James H. Decker, U.S.N.R.

United States Navy Pre-Flight School, Athens, Georgia

TO THAT legion of basketball fans (not forgetting the coaches) who protest against excessive whistling, we recommend an early excursion to the court game as played at the United States Navy pre-flight schools.

Your Navy is sworn to turn out the toughest, roughest, smartest aviators in the world under its intensive program. Consequently, basketball, one of the sports selected for this goal, is played, as our English ally might say, "without restraint."

Or in the words of Lieutenant Forrest C. (Whitey) Baccus, former Southern

Methodist University court mentor, who heads the basketball staff at the pre-flight school at Athens, Georgia, "We really let the cadets go—"

This policy is followed to encourage competition, harden the cadet physically and obtain all-around condition, but, more important, to break down the long-developed American tradition of observing the rules and "playing the game."

To quote Lieutenant Baccus further: "We must break down years of playing under involved rules. We emphasize teamwork, as this is vital for future aviators, but the cadet must be conditioned to go full speed in spite of all obstacles."

"Soon these same cadets will be playing a game where there are no rules, where the results are kill or be killed. They'll be up against an enemy which has not been fostered on any fine ideals of sportsmanship or nice observance of the rules. Basketball, like other sports at the pre-flight schools, is not being played as sport for sports sake, but for what it can contribute to condition the cadet—and mental conditioning is one of our most important jobs."

To aid in this man-sized task, Lieutenant Baccus has three seasoned basketball coaches with top-rank athletic records, typical of the collegiate and scholastic leaders staffing the Navy's four pre-flight schools.

Included are: Lieutenants Harold B. Cunningham and James E. Walker and Lieutenant (j.g.) C. J. Gernand. Lieutenant Cunningham, a star of court and gridiron at Ohio State, was head coach at Washington and Lee before entering Naval service. Lieutenant Walker was Virginia Military Institute's basketball coach before joining the colors. He was one of Alabama's greats. Lieutenant Gernand, alumnus of Baylor, taught the court game at Livingston and Conroe high schools in Texas.

"Basketball is one of the sports at the pre-flight schools," Lieutenant Baccus ex-

plains, "because it's one of our finest conditioners. It stresses alertness, split vision, quickness, aggressiveness, stamina, teamwork, and, above all, is a great teacher of co-ordination."

"We do not have time to develop good basketball players, as we have only two weeks of instruction. Our classes average from thirty-five to fifty cadets, of which more than half have never played the game before."

"One of our first tasks is to get the cadets to relax, as all are so anxious to make good that they're too tight. We have a total of ten class periods for instruction. The first five are in the first week, the second five coming six weeks later. Each period is forty minutes long."

"We teach the simplest forms of fundamentals, those designed to loosen up the cadet and obtain co-ordination and condition, including passing, dribbling, shooting of lay-ups, sets, one-handed shots, pivoting, feinting and faking."

Offensive drills, the former S.M.U. coach explained, are a progression in teamwork, including two-for-one, three-for-two, etc., with one or two simple formations, using the pivot and fast break, the latter being important because of its help in conditioning.

Little stress is placed on defensive drills, outside of the proper stance and importance of proper position. The man-to-man style is employed exclusively, for it stresses individual competition, alertness and makes the cadet run more.

The schedule calls for no scrimmage the first few days, with relay games being employed as competitive drills. In the second week, a warm-up and review of fundamentals is followed by scrimmage. The cadets are in good condition at this time, and full action is the order for more than half the period.

In addition to the two weeks of instruction, the pre-flight school program calls for an hour of team competition, a set-up



Cadets learn the fundamentals of shooting.

known as the "Sports Program." This competition includes sports on a seasonal basis, while instruction in nine sports is a year-around proposition.

Basketball is on the Sports Program for fall and winter activity, and is designed to bring out the full value of competitive athletics, a basic policy of the physical fitness program established for Naval Aviation on the firm belief that the American way of *playing to win* can outdo the Axis regimentation scheme.

The general arrangement of the Sports Program for all sports is similar, and Lieutenant Baccus outlines the basketball set-up as follows:

"The cadet regiment is divided into twelve squadrons. These enter teams in the various sports, with cadets being allowed to make their selections. The squadrons are known by such names as Vindicators, Catalinas, Sky Rockets, Hell Divers, etc.

"Each basketball team from each squadron includes twelve to fifteen cadets. Inasmuch as each entering battalion (one every two weeks) places new men on the teams, the experience level is maintained on an even basis, and the personnel changes are evenly distributed as graduation takes men from each squadron.

"The plan means about 160 cadets engage in the basketball sports program, which is played every afternoon, excepting Saturdays and Sundays. As cadets pick their own sports, most of the basketball players in this phase are above the average at the school, which heightens the competition.

"Three adjoining courts are used at one time. Each squadron competes twice weekly, practicing on the other days. Six teams are competing daily, and six practicing, alternating on the courts.

"Playing time of the games is twenty-eight minutes, with four seven-minute quarters. To run off the program promptly and get maximum results, three games are started simultaneously on the three courts with one timer for all three. No time-outs are allowed. Half-time intermissions and finishes are reached together. The teams practicing use the fifteen minutes at half-time, and fifteen minutes after the squadron games.

"Coaches of the squadron teams are named from among the station's officer personnel, and they're as keen in the competition as the cadets. These coaches carry on from the fundamentals taught in the instruction periods, and teach some offensive and defensive strategy.

"Officers act as referees. In this respect, it should be noted that no cadet is allowed to protest any official's decision. This teaches obedience to superiors.

"With our stress on a rough game, and the spirit of these cadets, there naturally are occasions when the players lose their tempers with each other. Then it's our job to cool them off, and, while we laud

the fighting spirit, make certain those involved leave the court as friends."

THE basketball season is at hand!

Should some sports writer in your community or some member of the board of education start to decry the game in war time, call his attention to the two accompanying articles. How better can you improve co-ordination of the eye, mind and body of your high school boys; how better teach them to make instantaneous and accurate decisions, develop agility and endurance than by the game of basketball? "Those of us working on the Navy fitness program know how great is the contribution of every coach in every American school to the winning of the war. Every boy who comes to us, already physically fit and alert means that our job is made easier. It means that he will be a better Navy flier." These words spoken by Lieutenant Bescos should be appreciated by every coach.

All pictures in this article are "Official United States Navy Photographs."



The pivot. The player with the ball plans his pivot to coincide with the lunge of the defensive player.



One-handed dribble is a fundamental drill at St. Mary's.

Lieutenant Baccus also pointed out that the squadron teams battle with all the vigor of the oldest collegiate rivalry. A highly-organized athletic department keeps records of the squadrons in each activity, posts results and announces weekly squadron winners on an all-around basis. The leading squadron has its flag raised on the school grounds—a highly-coveted honor.

That, in brief, is basketball's part in the Navy's revolutionary physical fitness program for its aviators, of which it has been said:

"It is ever apparent that the will-to-win, that great objective of any successful unit, is part and parcel of the make-up of the cadets. They are tough, mentally and physically, and it is well that such is the case, for there is no way of circumventing the fact that *they have to be tough to win.*"

Basketball Wins Its Wings

(Continued from page 20)

Second-day activities call for practice in the lay-in shot and the dribble-and-pivot movement. Coaches correct mistakes of players and devote a three-minute period to general instruction.

The third-day program is concerned with lay-in shooting, defense instruction, pivoting and passing practice, and the first scrimmage.

The fourth-day schedule is concerned with passing practice and a sustained scrimmage.

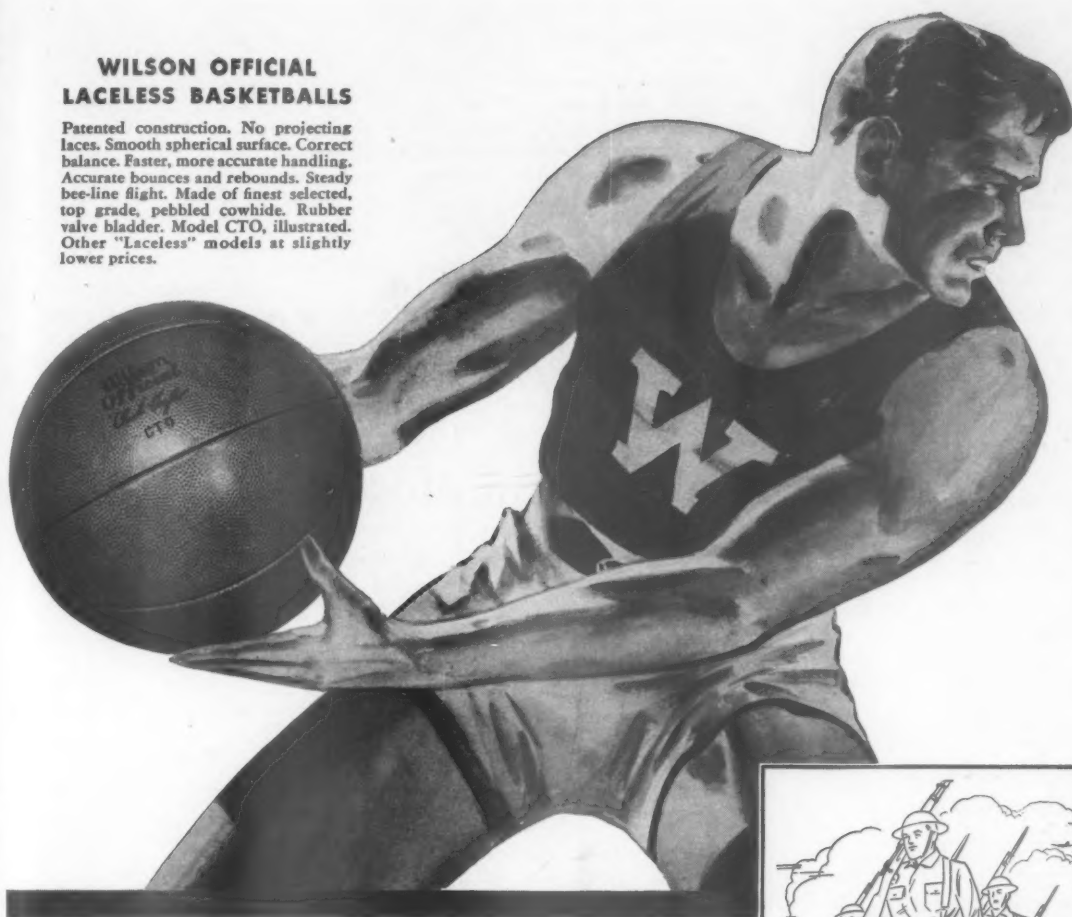
The fifth day is the conclusion of the first week of training. Another five-minute lay-in shot test is held in order to measure individual progress between the beginning and the end of the week. At the conclusion of the test, practice of all fundamentals is scheduled, and there is a wind-up scrimmage between blue and gold teams.

Between the first week of basketball training and the second week, a period of six weeks intervenes during which cadets are instructed in boxing, wrestling, gymnastics, swimming, hand-to-hand combat, football and military track. This means that when cadets begin their second week of basketball they are better conditioned and better co-ordinated than when they first appeared and are expected to handle themselves more skillfully and to make a better record in the lay-in test.

The second week of training begins and ends with a repetition of the lay-in test. A marked improvement in the number of baskets made between the first and last tests is invariably shown. As an example of this improvement, one squad averaged forty-nine successful shots during the first testing period at the beginning of the first week of instruction. In the test at the end of this week the number was raised to eighty-two, further raised to ninety-four

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COACHED SPORTS PLAY VITAL PART

by L. B. ICELY, President

Each day it becomes more obvious that the *power* in our *man power* must come from body-building exercise—from organized *competitive sports* in schools, colleges and universities—from organized *recreation* and *sports* in our war industries.

Since the call went out for men in the first draft of our man power, we have preached the value of American sports to the physical and mental development of our men—and our women. Many others see the light with us. When those in the higher places *realize* the necessity of organized sports and games and act upon it, America's fighting and production forces will be the greatest in all history. And in this all-out physical development program expertly *coached* American sports will play a vital part. Wilson Sporting Goods Co., Chicago, New York and other leading cities.

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at the beginning of second week of instruction, and hit a high of one hundred twelve in the final test at the end of the second week. Drills during the second week are almost entirely training in offense. Emphasis is placed upon aggressiveness and timing, and there are plenty of scrimmage periods during which coaches can point out the flaws and the strong points of teams in action.

There is nothing mysterious or complicated about the foregoing program. It owes its unquestioned effectiveness to the dash, the spirit, and the application of cadets themselves. They understand as clearly as the planners of the pre-flight school physical fitness program that fingertip control of a basketball today will mean

a light hand on the rudder of that plane tomorrow. They know that the stop-and-go control required in a basketball scrimmage will be equally useful when the time comes to fight it out with an enemy high in the sky.

Because of its yeoman service in the conditioning of future Navy pilots, basketball has won its wings. And those of us working in the Navy fitness program know how great is the contribution of every coach in every American school to the winning of the war. Every boy who comes to us, already physically fit and alert, means that our job is made easier. It means that he will be a better Navy flier. It means that he will be more than a match for any enemy.

The Commandos at Thermopolis

By George Clark

Coach Thermopolis, Wyoming, High School

INTEREST is rising in high school physical education as a means of preparing high calibre physical material for Uncle Sam's armed forces. Thermopolis schools, under the alert guidance of Superintendent Joe Bush, has set up a conditioning program which has been very successful in capturing student interest and in improving the physical ability, coordination and mental alertness of participants.

The physical education classes meet for three one-hour periods each week. Competitors practice at noon, before and after school and when ready for timing, secure permit to leave study hall during a one-hour period and report to the coach for a timed trial.

Before this program was introduced, we were following the usual calisthenics, relays, tumbling and games routine. The Thermopolis physical education classes have always been conducted in military drill style, the objectives being to fall in, stand at attention, execute rapid fire commands and marching orders, to count off, to space off for calisthenics and games with the least possible loss of time. Army discipline drilling and learning to obey the commands instinctively and quickly have fine influence on the boys.

The Thermopolis program is so set up that various levels of achievement are designated by the titles *Commando*, *Marine*, *Bomber* and *Ranger*. Suitable arm bands and chevrons are awarded to the boys who succeed in their physical tests and who are capable scholars.

The "Commando" rating is the final aspiration of every boy. The directors of the program have been careful to give special attention and praise to those who pass the *Commando* tests, thus stimulating the desire of all to improve and reach that goal.

Thermopolis is fortunate in having a perfect setting for its obstacle course.

Surrounded by mountains and natural hazards of many kinds, a very difficult natural course has been laid out, supplemented with hand-built barriers and gymnasium apparatus. The Thermopolis *Commando* course is one which will challenge anyone who has not practiced it and conditioned himself for it.

To compete in the *Commando* group, the boys must be at least 5 feet, 3 inches tall, weigh at least 130 pounds and meet the following physical requirements as set up for participation in varsity athletics. 1. Average or above in scholarship. 2. Parents' permission to participate. 3. Doctor's certification of physical fitness. 4. Eligibility according to the Wyoming High School Athletic Association rules and constitution.

The gymnasium routine, in the order listed, follows: (Time limit, 55 seconds.) 1. Clear six 4-foot hurdles (imaginary barricades). 2. Leap 5-foot horizontal obstacle and complete forward roll on mat. 3. Climb 8-foot rope without using legs. 4. Swing over an 8-foot mat (imaginary quagmire). 5. Vault 6-foot elephant (parallel bars with mat). 6. Crawl the length of the gym on stomach under benches twenty-four inches above the floor (imaginary charged wires). Disqualified if back touches bench. 7. Hand-over-hand on pipe, limb or ledge, drop ten feet. 8. Pick up boy of same weight and use fireman's carry in twenty-five yard sprint to the finish line.

The outdoor routine (Time limit, 12 minutes) with contestant carrying an 8-pound lead stick over the shoulder consists of: 1. Crawl over 7-foot, 6-inch flat wall. 2. Clear 4-foot, 6-inch ditch at back side of wall. 3. Leap 8-foot ditch. 4. Vault 6-foot fence. 5. Run 40 yards straddling a triangular ditch (in line of wooden trough). 6. Crawl through 20-foot culvert. 7. Spar with football dummy (must be knocked off of spring re-



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lease). 8. Sprint to finish line.

The courses and time limits for the ratings of *Marine*, *Bomber* and *Ranger* are less difficult according to the size and abilities of the boys enrolled in each division.

Marine: Weight 115-130; Height 5 feet. Same obstacle course eliminating flat wall climb and time limits lengthened to (indoor) 60 seconds and (outdoors) 20 minutes.

Bomber: Weight 100-115; Height up to 5 feet. Same obstacle course eliminating elephant vault and flat wall climb. Time limits 70 seconds (indoors) and 21½ minutes (outdoors).

Ranger: Boys who cannot succeed in the other groups or cannot meet requirements of the other groups are placed in the *Ranger* group. The requirements in this group are set up for each individual boy according to his size, his competitive spirit and his interest in the program.

Inasmuch as a boy may compete in the next group above as soon as he has completed successfully his tests in the group he has first entered, the *Ranger* group is used as a springboard. Success compels the boys to practice hard and climb the ladder to *Bomber*, *Marine* and *Commando* rating.

A War-Time Physical Conditioning Program for the Small High School

By R. O. Duncan
University of Illinois

THE small high school has had all sorts of obstacles in the way of a good physical education program in the past, due primarily to lack of facilities. The principal difficulty has been a small gymnasium and a lack of money to purchase equipment for a well-rounded physical education program. Today, the emphasis is upon physical fitness, and every school can have a good program. It is not necessary to have adequate gymnasium space or fancy equipment. The only necessary item is outdoor space, and every school is surrounded by space of some sort.

This war-time conditioning program is based upon running. Everyone can run—no equipment is necessary except what nature has provided, and you can run any place. However, fields, hills, etc., are ideal terrain for a running program.

A Suggested Program

This program can be set up as follows:

(1) Every student must have a physical examination. A school that does not provide a health examination for its students is neglecting the first cardinal principle of education. There are a number of ways of accomplishing this. It is not

It is important to remember that a great deal can be done with very little equipment.

The boys seem to go at this kind of physical education very seriously and are constantly reminded that they may all need this kind of endurance and training, in the days ahead.

We have had a great deal of fun in putting team competition into this program, for instance, the Eagle Squadron versus the Bombardiers, etc., timing each boy and giving team championships to the team with the lowest total time.

The Eagle Squadron is the name of a team of eight boys who compete as a team against other teams in our physical education classes. We let the boys select their own team name and choose up and change the teams often to stimulate team co-operative spirit. Other team names we have heard are Wranglers, Bombardiers, Hornets, Gravediggers and Jitterbugs.

Individual records for the course are recorded and publicized.

We no longer hear the boys complaining about wanting to play only basketball and touch football in gymnasium classes. This program has made boys and parents realize that gymnasium classes are not mere recess periods.

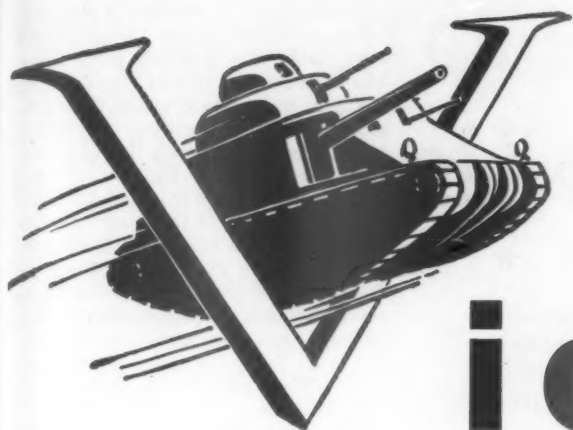
necessary to employ a full-time school physician, although this is the best method. I taught in a small high school where every doctor in the town gave one day to the high school in the fall of each year. Each doctor examined his own patients. The children who had no family doctor were assigned to the doctors in proportion so that each physician had an equal number to examine in addition to his own patients.

(2) Running is the best single conditioning exercise known to man. This program is designed to utilize running primarily because it is a good exercise and can be engaged in without elaborate equipment. Three types of running are recommended: distance running, sprinting, and the steeplechase.

The sprinting can be from 50 to 100 yards.

Distance running can be from 880 yards to one mile.

The steeplechase should be approximately three miles. The course should begin at the school and end at the school. The type of course will depend upon the terrain available. An ideal set-up would include some hilly terrain, brush, trees, fences, plowed ground, and a stream nar-



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In our American sports—football, baseball, basketball, track, tennis, etc., they prepared their muscles, their nerves, their minds, to function as perfect machines in the hazardous game of deadly war.

Yes, and in these same competitive American sports they learned another thing that soldiers in a great and noble cause must have—*fighting spirit and the will to win.*

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1942 NOTES

Indiana Basketball Coaching School

Lectures and diagrams of Coach Douglas Mills plays that won the 1942 Big Ten Championship for the University of Illinois. Also the work of Coach Marion Crawley whose Washington Indiana teams won the state titles the past two seasons. The work of Cliff Wells of Logansport Indiana High School.

Twenty-five good fundamental drills and thirty good set formations that meant championships to the above coaches.

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row enough to be jumped. A three-mile course should be laid out in six legs with a one-minute rest period in between legs. The object in the steeplechase is for the entire group to start together, stay together, and finish together. The pace of travel should be geared to the slowest member of the group. The group will need to walk most of the way at first, but as the physical condition of the group improves, the pace can be increased. During the progress of the steeplechase, the group should receive practice in diving to the ground, rolling into ditches, scurrying into the brush, etc. The purpose of this practice is to teach the group how to seek cover during bombing or strafing from enemy planes.

The group should climb over some fences and crawl under others. Crawling along the ground in a prone position is an excellent conditioning exercise, and it is also an essential war-time skill.

At one of the rest periods, instruction should be given in the fireman's carry. The group should pair up so that everyone has a partner near his own weight. Each person should carry his partner for 100 yards. The partners exchange so that everyone gets practice in this carry.

(3) Chinning is a simple exercise, but very good for arms, shoulders, and endurance. Chinning bars can be put up around the school grounds at very little expense. Eight feet is the best height for the bar.

(4) Push-ups, or floor-dips, as they are sometimes called, are also good for arm and shoulder development.

A Suggested Standard of Achievement

- (1) Steeplechase. No standard as to time. Everyone finish—gear speed to slowest member.
- (2) Mile run. Class A—6 minutes; Class B—7 minutes; Class C—8 minutes.
- (3) Chinning. Class A—12 chins; Class B—10 chins; Class C—8 chins.
- (4) Fireman's carry (carry a person within ten pounds of your own weight). Class A—660 yards; Class B—550 yards; Class C—440 yards.
- (5) Push-ups. Class A—30; Class B—25; Class C—15.
- (6) Sprinting.

Class A—100 yards, 11.5 seconds or under.

Class B—11.6-13.5 seconds.

Class C—13.6 or more seconds.

The purpose of the classes is to motivate improvement.

This program is simple, sound, and inexpensive. The running is for the development of the legs and endurance; the chinning and push-ups care for arm and shoulder muscles. The program is designed for outdoors. However, when inclement weather forces the group inside, conditioning exercises can be given to the group.

"From Golf Clubs to Gun Parts" is Story of Spalding War Book

HOW does the war affect the sporting goods manufacturer? What is he doing for the war effort? Is athletic equipment still manufactured? Is anything being done to develop substitutes for restricted materials?

A. G. Spalding & Brothers graphically answers these and many more timely questions in a colorful new book entitled "Shoot" which tells the dramatic story of a sporting goods manufacturer's part in the war program. With absorbing facts and photographs it presents a complete picture for all whose business is athletic equipment as well as for millions of player-consumers.

Prefacing the story with the theme "Shooting for Keeps" the book outlines Spalding's swing from "America's largest production of sports equipment to the manufacture of weapons of war." From parts for shells and rifles to tank crash helmets and airplane fuselage sections it lists the items the company is making for the armed forces. Such captions as "Breaking Par . . . Smashing the Axis," "Golf Clubs to Tommy Guns," "Steel, Wood, Leather, Rubber," head pages telling of the conversion of golf club forges to the production of parts for 155 mm. shells, the turning of rubber-working skills to the manufacture of gas masks.

Under the heading "Spalding equipment to toughen up America" the company expresses its "duty to America . . . to keep it supplied, and well supplied, with the equipment to make the home front strong and steady, to make of its youth a generation of fair-minded, hard-



OFFICIAL PHOTO. U. S. MARINE CORPS

hitting fighters"—and pledges that "Spalding will supply America!" To back up this statement the book outlines the laboratory and experimental work by which "Spalding ingenuity will keep 'em playing" on the home front as well as on the fighting front where kits of sports equipment accompany our armed forces.

"Shoot" is being distributed on a national scale to customers such as dealers, golf and tennis pros, school and college accounts, and to other friends of the company. Accompanying each copy of the book is the following executive memo—

"The attached booklet is in the nature of a report to you, as one of Spalding's many loyal friends—to let you know of our part in the national war effort.

"Naturally, the booklet presents only the highlights of our activities in the manufacture of vital war materials. We're sure you will understand why we can't give you the complete details.

"Should you want extra copies of this booklet, please feel free to ask us for them. We'll furnish them as long as the supply lasts."

Extra copies may be had by writing Spalding's Advertising Department, 19 Beekman St., New York City.

The South Carolina Physical Emergency Program

(Continued from page 13)

the program as modeled in the county chairman's school. In this way each county sets up its program. We try to have the county superintendent of education, together with the county physical training chairman visit each of the schools in the county at least once or twice a month. In this way suggestions for improvements in the program can be made. The county physical training chairman does not receive any additional pay for this work, since we do not at present have the funds. The work is going forward; our first responsibility is to our nation and to the boys of South Carolina. Our reward will be the winning of this war. A number of our high school and college coaches are having five classes in physical training each day and coaching football in the afternoon. Where football has been abandoned, due to lack of gas and rubber, a sports competition period in the afternoon is scheduled instead of football. This is in addition to the morning physical training classes. Our students are deriving a great deal of benefit from this type of program. Our training is for every boy. We are striving to build up in every boy a desire to compete and to win. Students who have never gone in for athletic train-

EVENTS AND SCORING

1. ROPE CLIMB
Ft. 15 14 13 11 9 7
Pts. 20 15 10 7 5 3
2. 50-YD. RUN
Sec. 7 7.5
Pts. 6 3
3. HAND VAULT
Ft. 5' 4' 6" 4' 3"
Pts. 4 2 1
4. CHIN-UPS
Times 8 7 6 5 4 3
Pts. 10 8 6 5 3 1
5. STANDING BROAD JUMP
Ft. 7' 6' 9" 6' 6" 6'
Pts. 4 3 2 1
6. RUNNING BROAD JUMP
Ft. 15 14 13 12
Pts. 6 5 4 3
7. HIGH JUMP
Ft. 4' 3' 9" 3' 6" 3'
Pts. 5 4 3 1
8. WALL SCALE
Ft. 8' 6'
Pts. 20 10
9. HIKE—Requirement: Pack
8 miles 3½ hrs. 20 lbs.
Points 25
10. SWIM—150 ft.
Answer: Yes or No.

ing are finding out for themselves that they can do things which they never thought were possible, and in a number of events they are doing as well as, and in some cases excelling, the football, basketball, or baseball player. Today, we get a bigger thrill out of seeing a boy five feet, two inches tall, weighing one hundred and thirty pounds go over an eight-foot, six-inch wall better than a six-foot, three-inch boy. It goes to show that a great number of our boys may not be big enough to play against the modern football team, but when it comes to "guts" and fighting, the little fellow is just as good as, and probably better than, the larger boy. He knows now that we recognize his worth, and what a fine response we are getting!

There is no other nation that has the sports program we have. When we enlarge this program to take in all the boys, and work just as hard on every boy as we have done in the past, on a few football players, it is evident that with the additional training from the Army or Navy we shall produce the best trained young soldier and sailor in the world. That's our responsibility and South Carolina educators, coaches and physical training chairmen have accepted it.



OF course not! And there's no time limit on his job, either. Day or night, he works to keep his athletes in fighting trim. And that means handling everything from a twisted ankle to a charley horse.

Well, listen, Mr. Trainer — why not let ANTIPHLOGISTINE help? You know from experience that "moist heat", in the form of poultices, is of

real value in relieving the pain, swelling and soreness of bruises, sprains, charley horse, wrenched muscles.

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TRAINERS JOURNAL

SECTION

The NATIONAL ATHLETIC TRAINERS ASSOCIATION

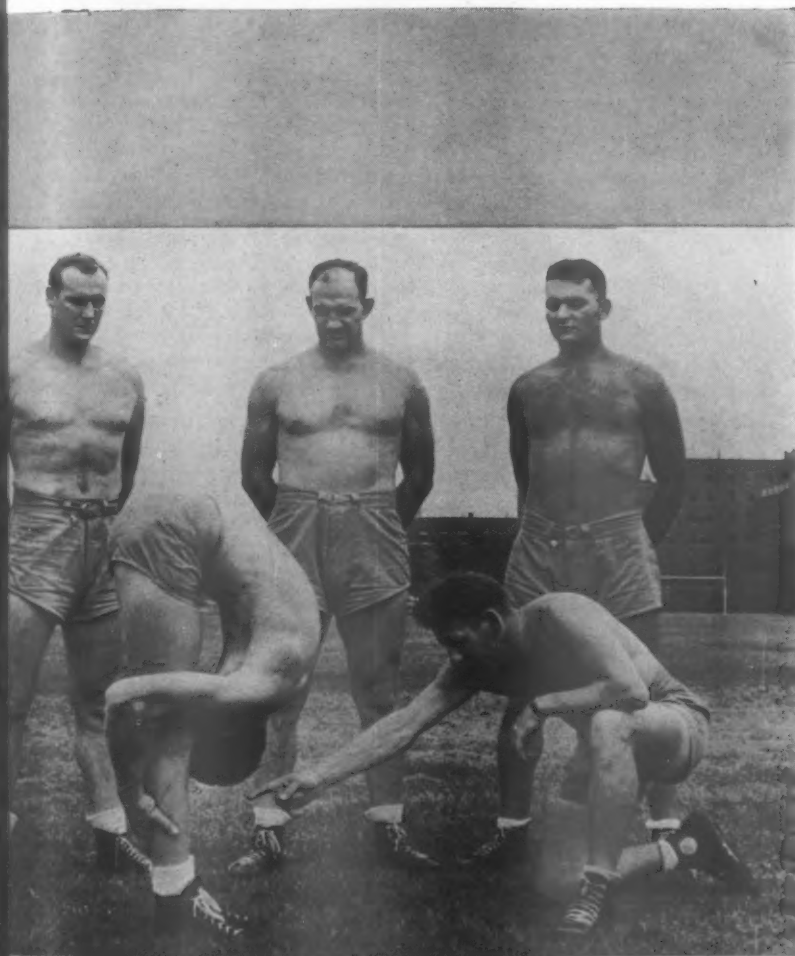
NOVEMBER, 1942

No. 3

Official Publication
Of the National Athletic
Trainers Association

Mass Exercise
Lieutenant M. J. Gary

What Causes Athlete's
Foot?
Stanley Benton



Cadet Larry Colgrove in a downward bend position. Standing left to right, Ensign Charles Ream, Lieutenant Mike Gary, Lieutenant (j.g.) Tom Bukvich, kneeling, Lieutenant (j.g.) Fred Stalcup. These four officers direct the mass exercises at the United States Navy Pre-Flight School, Iowa City, Iowa.

Mass Exercise

By Lieutenant M. J. Gary, U.S.N.R.

Director of the Mass Exercise Division

United States Navy Pre-flight School, Iowa City, Iowa
Former Football Coach, Western Michigan College

IN the October issue, a description of the Mass Exercises used at the United States Navy Pre-Flight School for Naval Aviation Cadets at Iowa City, Iowa, was begun. The objectives were listed. General precautions in the direction of the exercises were presented. A method of assembling and spacing the cadets for Mass Exercise was described. The scheme for nomenclature was given. The five fundamental or basic positions were illustrated. As examples, three exercises were shown in Illustrations 1, 2, and 3, and the commands involved in these three exercises were listed.

In this issue, additional exercises from the basic position of *Attention*, as shown in Illustration A of the previous issue, are described and illustrated. The commands are listed in a suggested sequence.

As explained in the October issue, some of the positions primarily emphasize proper posture, but a majority of the exercises stretch large muscle groups. They must be executed all-the-way to attain the proper result. The simpler positions or exercises are listed first, with a gradual approach toward the more strenuous exercises. Positions such as *Neck, Rest* and *Hips, Firm* should be assumed with snap and precision, but stretching exercises such as *Trunk backward, Bend* should be executed more slowly so that the muscles involved may be stretched gradually. The stretching exercises, as a rule, should not be executed on a rapid count, if we expect to achieve our objective, especially if the participant is not thoroughly warmed up. The muscles should be pulled, not jerked. If a good

THE accompanying article by M. J. Gary, Lieutenant U.S.N.R. on *Mass Exercise*, as given at the U. S. Navy Pre-Flight School, Iowa City, Iowa, is presented in the *Trainers' Section* because that activity in the *Pre-Flight* program is conceived primarily as a conditioning activity, prefatory to other sports activities, and therefore, a concern of the trainer. The October issue presented an over-all picture of the *Mass Exercise* program pointing to the objectives. This article gives attention to muscle-stretching and other conditioning measures inherent in the activity. The subject for the pictures is Aviation Cadet, Lawrence E. Colgrove of Birmingham, Michigan, who has completed his pre-flight training at the Iowa City School and has advanced to a naval air base.



workout is desired, the rhythm may be stepped up after the stretching and warm-up has been accomplished.

So that the continuity will not be broken, illustrations of the basic position of *Attention* (Illustration A) and the three exercises (Illustrations 1, 2 and 3) are repeated from the October issue.

Additional copies of these well-illustrated exercises may be secured. (Editor's Note.)

Exercise 1: Emphasize erect position of the head and trunk, chin in, elbows well back. In most of the arm exercises which follow, the fingers should not be spread, but should be kept together with the thumb along the forefinger in a military manner.

Exercise 2: The elbows downward and backward with fingertips resting lightly on the tops of the shoulders.

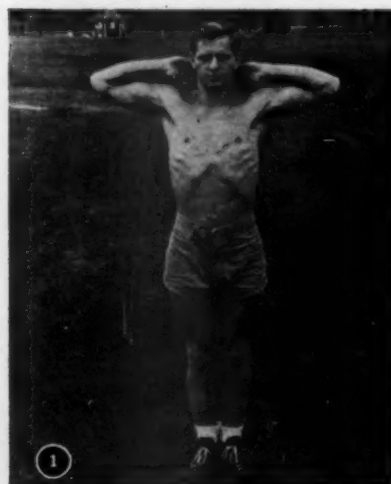
Exercise 3: Elbows well back, palms downward and fingers extended with the forefinger at the level of the nipples.

Exercise 4: From the position *Neck, Rest* (1), the head, or more properly, the neck is twisted first to the left and then to the right. The neck is not bent to either side, but the head is merely pivoted on the shoulders with the chin in and the head erect throughout the exercise.

Exercise 5: From the position *Neck, Rest* (1), the chin is held in and the head forced backward as far as possible.

Exercise 6: From the position *Neck, Rest* (1), the head is thrown forward as far as possible with the shoulders and trunk held erect and the elbows well back.

Exercise 7: From the position *Arms, Bend* (2), the arms are stretched upward





so that they are vertical and parallel, with the palms inward. A caution that the arms be forced backward as far as possible is usually necessary.

Exercise 8: From the position *Arms forward, Bend* (3), the elbows are extended with the arms thrown sideways in a striking movement. The palms of the hands remain downward with the fingers extended.

Exercise 9: From the position *Attention* (A), the arms are swung smartly forward at right angles to the trunk, arms parallel with palms inward.

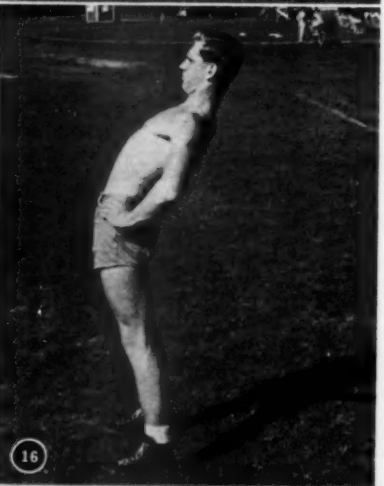
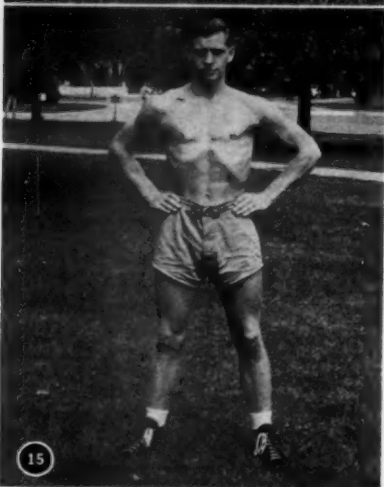
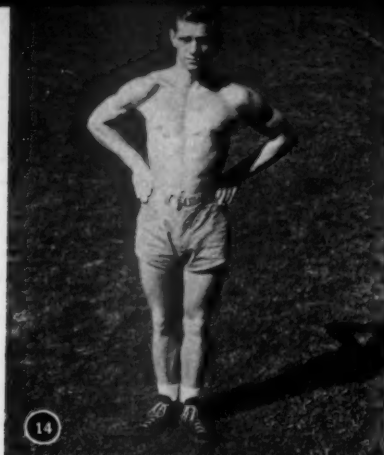
Exercise 10: From the position *Attention* (A), the arms are swung backward as far as possible, the body remaining in an erect position. We find that we continually must caution the participant not to bend the trunk forward as the arms are swung backward.

Exercise 11: From the position *Attention* (A), the arms are swung forward and upward, the final position being identical with arms upward stretch.

Exercise 12: From the position *Attention* (A), the arms are swung sideways, the final position being identical with arms sideways striking. Exercises 9, 10, 11, and 12 may be executed in various sequences to keep the participant alert. Also, in Exercises 3 and 9, the cautionary command is identical so that the participant does not know which exercise is desired until the command *Bend* or *Swing* is given.

Exercise 13: From the position *Attention* (A), the left foot is placed directly sideways a distance of approximately twenty-four inches, depending on the length of the participants' legs. This exer-

1. (From A) Neck
Rest Arms downward *Stretch*
2. (From A) Arms
Bend Arms downward *Stretch*
3. (From A) Arms forward
Bend Arms downward *Stretch*
4. (From 1) Head to the left (or right)
Twist Head forward *Twist*
5. (From 1) Head backward
Bend Head forward *Stretch*
6. (From 1) Head forward
Bend Head upward *Stretch*
7. (From 2) Arms upward
Stretch Arms *Bend*
8. (From 3) Arms sideways
Strike Arms forward *Bend*
9. (From A) Arms forward
Swing Arms downward *Swing*
10. (From A) Arms backward
Swing Arms downward *Swing*
11. (From A) Arms forward and upward (See illustration 7)
Swing Arms forward and downward *Swing*
12. (From A) Arms sideways (See illustration 8)
Swing Arms downward *Swing*
13. (From A) Left (right) foot sideways
Place Feet together *Place*



cise is seldom given without combining it with some movement of the arms, such as *Hips firm, or Arms sideways, Swing*. It is given as a separate exercise in this outline in order to maintain continuity in the description of basic positions.

Exercise 14: From the position Attention (A), the hands are placed against the side of the trunk directly above the hips with the fingers pointing forward and the thumbs aft, and the pelvic girdle is then rotated forward and upward along with pressure downward by the hands.

Exercise 15: This exercise is a combination of Exercises 13 and 14. As the hands and arms and hips are brought into a position of hips firm, the left foot is placed sideways.

Exercise 16: From Position 15, the trunk is bent backward as far as possible

- | | | | |
|--|--------------|--|----------------|
| 14. (From A) Hips | <i>Firm</i> | Arms downward | <i>Stretch</i> |
| 15. (From A) Left (right) foot sideways placing, hips | <i>Firm</i> | Feet together, arms downward | <i>Stretch</i> |
| 16. (From 15) Trunk backward | <i>Bend</i> | Trunk upward | <i>Stretch</i> |
| 17. (From 15) Trunk forward | <i>Bend</i> | Trunk upward | <i>Stretch</i> |
| 18. (From 15) Trunk forward and downward | <i>Bend</i> | Trunk upward | <i>Stretch</i> |
| 19. (From 15) Trunk to the right (left) | <i>Bend</i> | Trunk upward | <i>Stretch</i> |
| 20. (From A) Feet parting with a jump (See Illustration 13) | <i>Place</i> | Feet together with a jump | <i>Place</i> |
| 21. (From A) Feet parting with a jump, arms sideways | <i>Swing</i> | Feet together with a jump, arms downward | <i>Swing</i> |
| 22. (From 21) Trunk twisting, right hand to left foot (alternating) | <i>Place</i> | Trunk upward stretching, arms sideways | <i>Swing</i> |
| 23. (From 9) Left (right) foot forward lunging, with fists closing arms sideways | <i>Swing</i> | Attention | <i>Shun</i> |
| 24. (From 11) Left (right) foot forward, arms swinging forward with fingers touching toes, trunk forward | <i>Bend</i> | Attention | <i>Shun</i> |
| 25. (From 24) Trunk upward stretching, arms sideways | <i>Swing</i> | Trunk forward bending, hands on toes | <i>Place</i> |
| 26. (From 21) Left (right) knee | <i>Bend</i> | Left (right) knee | <i>Stretch</i> |
| 27. (From 14) Knees | <i>Bend</i> | Knees | <i>Stretch</i> |
| 28. (From A) Parade | <i>Rest</i> | Attention | <i>Shun</i> |



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with chin in and head in line with the trunk. The hips remain fixed in the initial position. We find the movement is best executed if we suggest that the cadet elevate his chest and pull in the abdominal wall before bending the trunk backward. The knees must not be flexed, but maintained in an extended position.

Exercise 17: From Position 15: the hips are flexed, maintaining the alignment of the head and trunk with the knees straight. The flexion is accomplished at the hips rather than in the lumbar region of the trunk.

Exercise 18: From Position 15, the hips are flexed and all possible flexion of the trunk is added to the flexion of the hips, so that the trunk is forced downward against the anterior surface of the thighs. The flexion should be gradual without bobbing the trunk up and down and the position should be maintained for a few seconds to stretch the extensor muscles of the trunk and the "hamstrings" in the thigh.

Exercise 19: From Position 15, with the hips in a fixed position and with no movement of the hips to the opposite side, the trunk is bent sideways at the waist as far as possible.

Exercise 20: From the position Attention (A), both feet are moved simultaneously sideways with a jump, usually about thirty inches apart, depending on the length of the legs. (See Illustration 13). As in the position of *Left foot sideways, Place*, this movement is seldom executed without combining it with some movement of the arms, such as *Arms sideways, Swing*.

Exercise 21: From the position Attention (A), a combination of Exercises 12 and 20 is executed, the feet parting and the arms swinging sideways simultaneously.

Exercise 22: From Position 21, the trunk is twisted to the left and downward with the right arm swinging forward and downward, fingers touching the toes of



All pictures are "Official U. S. Navy Pictures."

the left foot, with the left arm raised to a vertical position. As nearly as possible the shoulders and two arms should form a straight vertical line. The movement is executed more by twisting the trunk than by swinging the right arm forward and the left arm backward. The knees should be kept extended. This movement is more easily executed on a count of four, right hand to left foot on 1, return to starting position on 2, left hand to right foot on 3, return to starting position on 4. The counts should be spaced sufficiently to permit the cadet to assume the correct



position on each count, otherwise it merely becomes a swinging exercise rather than the assumption of definite positions. If a count is used, the cautionary command should be "*Trunk twisting, right hand to left foot alternating*," followed by the executive commands 1, 2, 3, 4.

Exercise 23: From Position 9, the left foot is placed well forward with a lunge, the left knee flexed, and simultaneously the fists are closed and the arms are swung sideways and backward with the chest thrown well upward. The head is held erect with the chin in.

Exercise 24: From Position 11, a long stride forward is taken with the left foot, the trunk is bent forward and at the same time the arms are swung forward so that the fingers touch the toes.

Exercise 25: From Position 24, the trunk is stretched to an erect position with the arms swinging sideways. The left knee is flexed and the hips are lowered slightly from the level of Position 24.

Exercise 26: From Position 21, the left knee is flexed. The opposite knee remains fully extended. The left buttock rests on the left heel. The trunk is maintained in an erect position with arms remaining sideways in a horizontal position.

Exercise 27: From Position 14, the heels are raised from the deck and the knees are flexed with the buttocks resting on the heels. The trunk is maintained in an erect position. If a count is used *Heels Raise* on 1, *Knees Bend* on 2, *Knees Stretch* on 3, *Heels Sink* on 4.

Exercise 28: From the position Attention (A), the military position of Parade Rest is assumed. Participants may be placed in this position while director is explaining and demonstrating an exercise. The participants should be brought to a position of Attention before resuming exercises.

In the next issue additional exercises from the basic positions of Crouch Sitting and Stoop Falling will be explained and illustrated.

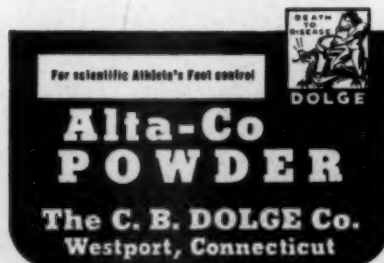


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LOOK FOR THE WORD
FUNGICIDE
ON THE LABEL OF YOUR
ATHLETE'S FOOT PREVENTIVE

● The microbes which cause Athlete's Foot are tiny fungi: parasitic and saprophytic plants which differ from bacteria. Many germicides effective against bacteria have little or no effect upon fungi.

Examine the label. Does the word fungicide appear upon it? It does if you use Alta-Co Powder. Here is a safe, but powerful, fungicide, which kills all the different species of fungi common in Athlete's Foot (the spores as well as the thread-like forms) in less than one minute, without irritating the skin!

Competent proof of the foregoing is available. Verbatim reports of tests will be sent responsible persons on request.



What Causes Athlete's Foot?

By Stanley Benton

BECAUSE the skin infection popularly known as athlete's foot is so prevalent, and because it is caused by microorganisms scientifically classified as *fungi*, that word has come into common usage. In connection with the control of athlete's foot, folks talk of *fungi* and *fungicides* (agents which kill fungi), yet few laymen understand the fundamental character of these forms of life.

What are fungi? They are plants—belong to a group which includes the molds, mildews, yeasts, rusts, smuts, mushrooms and toadstools. Fungi range in size from single cells visible only under the microscope to highly organized mushrooms which are often of considerable size and extent. They do not contain chlorophyll, the green matter which enables other plants to make their own food. Consequently, fungi are of necessity *parasites*, getting their food from other living things—or *saprophytes*, getting their food from dead things.

The microscopic species of fungi are found everywhere. Some, like the molds you find on bread when it is stale, are harmless. Some are useful—certain yeasts, for example. Many are harmful, being responsible for diseases that afflict humans, other animals and plants.

Usually, the fungi which cause disease in humans are highly resistant to unfavorable conditions, such as heat, cold and dryness; they are hard to destroy—especially when deeply imbedded in the human skin, where they are not readily reached. If conditions become very unfavorable, the hardy spores they form, somewhat comparable with seeds of higher plants, may remain dormant for long periods. With very little encouragement, the spores may again become active.

There is a number of related but different species of fungi which cause athlete's foot. At least twelve are common. Some are harder than others. In any school, factory, club or institution, many or all of these species of fungi may be present.

When such fungi are transmitted via shower room, locker room or swimming pool floors, athlete's foot usually spreads. Susceptibility varies. John Doe may have a mild case, but when he passes it on to Jim Roe, the symptoms may be much more severe—in fact, Jim Roe may even be prostrated.

As a rule, a neglected case of athlete's foot becomes worse with time. The fungi

go deeper and deeper, and the case becomes more difficult to treat. Often, a person afflicted with athlete's foot will, after months of neglect, try some remedy, and sneer at it, if it fails to effect a cure overnight or within a week. We must face the fact that advanced cases constitute a task for the physician—that they may prove extremely stubborn and difficult to treat.

For group prevention, which is a matter of interest and responsibility on the part of the trainer, the prophylactic foot bath remains the most effective method. But what should go into the foot bath? The trainer, as well as the coach, reads about hundreds of formulations, for each of which many virtues are claimed. It is only natural that he may at times find himself a little confused; everyone is.

The first consideration is fungicidal power. In other words, does the foot bath solution kill fungi? Many otherwise-effective disinfectants have little or no effect on fungi. When a material is offered for sale, ask to see the label. Does the word *fungicide* appear on it? Get the answer, and draw your own conclusion.

If it is claimed that the material is a fungicide, ask against what organisms it has been tested. In other words, does it kill only one or a few species of fungi? Who has tested it? Have disinterested, outside laboratories done so?

How quickly does it kill? Remember that the feet get rid of the solution soon after immersion. If it takes a fungicide fifteen minutes to do the job, it is probably much too slow. In the opinion of many authorities, a fungicidal foot bath should kill in less than one minute.

Does it irritate the skin or rot towels? Of course, you want the fungicide to be safe.

Is it stable in its original form? You want to know how long you can store it without having it lose its power.

Is it stable in solution? You want to know whether it breaks down, and how it is affected by organic matter which gets into the tubs.

Can it be tested easily? By inexperienced help? Without costly equipment? Often, foot bath solutions are discarded while still potent—and some remain in use when they have lost their power. You should be able to determine, easily and at will, whether the foot bath is doing any good.

Having selected the fungicidal material, where should the foot bath be placed?

Certainly, not right under showers, where it will quickly be diluted to the point where it is worthless. It is wise to place tubs at least ten feet from the showers—preferably in the corner. Persons using the facilities should be instructed to immerse both feet, one after the other, in the bath.

Athlete's foot fungi and spores may remain alive in shoes. Susceptible persons should use a proper material to help avert self-reinfection: a suitable dusting powder or spray in their shoes.

Fungicidal materials can do a large part of the job of prevention, but it calls for co-operation on the part of all concerned, including the members of the student body. Where it is found that some students refuse to use the foot baths provided for their protection, a simple expedient is to appoint a monitor—a young man or woman who is respected for athletic prowess—to help keep the recalcitrant ones in line.

Athlete's foot is not as serious as pneumonia, as some would have us believe. Neither can it be laughed off, for it is considerably more serious than dandruff as a public health problem. Under war conditions, we cannot afford the luxury of preventable illness, and athlete's foot is largely preventable.

The Psychology of Deception in Football

(Continued from page 18)

terback goes for a sneak.

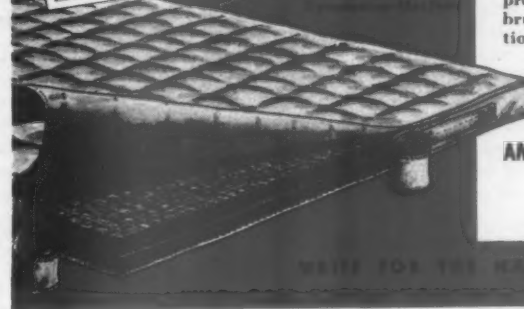
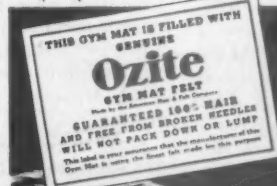
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Making a minor change which may be unnoticed by a back, such as having a tackle and an end change places so that the tackle is eligible to receive a pass.—If the tackle is so well known as a tackle that he will not be mistaken by the opponent's backfield, he may be able to receive a pass without opposition.

Many variations of deception plays may be based on these principles. It would be profitable for a coach to run down the list and to record in the proper group each play he has seen. Then it would be well for him to devise as many plays as he could that would fall in each group. Many new ideas will come to him from which excellent plays may be evolved. The coach will of course stress plays which satisfy his material. For example, if he has no one who is a good actor, several of the types like numbers 3, 5, and 8 will not work. A number of the principles may be readily combined: for example, principles 1 and 3; 6 and 7, and 1 and 8. A bit of attention to the psychology of deception should improve this aspect of football.

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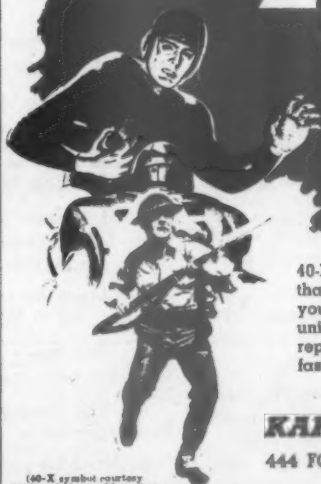
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